JUNIOR HOME PROBLEMS

KINYON · HOPKINS

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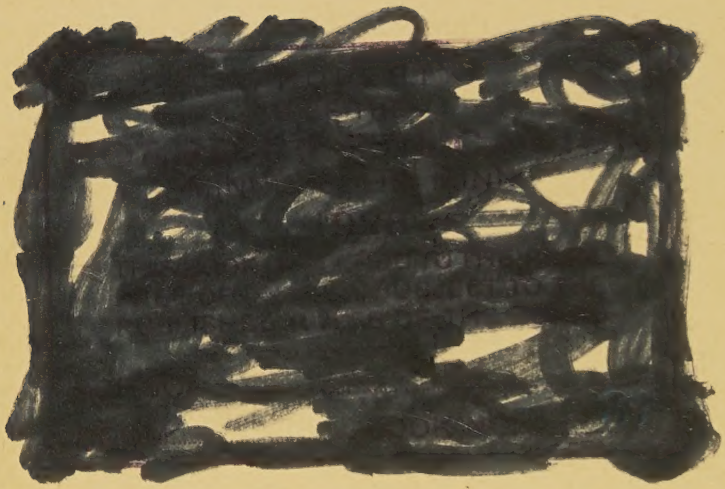

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JUNIOR HOME PROBLEMS

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PREFACE

THIS book is an outgrowth of five years of investigation and study of the needs of junior high school girls. For three years the basic materials have been used wholly or in part in two city school systems and for two years the book has been taught in mimeographed form. Various units have also been tried out in other schools in different parts of the country. It has been recast and rewritten a number of times in the light of the suggestions and criticisms of pupils and teachers who have worked with it, and the reports of parents who have seen the results from their point of view. In its present form, therefore, it is an actual product of the classroom.

This book has been planned for general use as a textbook in junior high school home economics. Its chief aim is to help girls create a more abundant life in their individual homes as they exist at the present time. The specific aims are to give girls a consciousness of their responsibility in family and community life, to guide them to see and enjoy the pleasure of participation in their own family life, and to lead them to practice more healthful habits of living.

The material for this book was selected after a careful study of the findings of all of the available research studies in home-economics education. The outcomes to be expected are stated in terms of growth in attitudes, habits, knowledge, and skills. In general these are:

1. To develop a desire for and appreciation of happy home life.
2. To develop a desire for and appreciation of happy community life.
3. To develop better habits of healthful living.
4. To develop skill on the junior high school level in the performance of the fundamental household tasks.
5. To develop the ability to do most of the work in the home from the standpoint of the home helper and not the home-maker.

The book contains sufficient material for five 60-minute periods per week for one-half year, or two or three 60-minute periods for one year. It is organized on a unit basis, each unit being complete in itself. The order in which these units should be studied may be varied, except that Unit I should be taken up *first* and Unit VIII should be studied *last*. This recommendation is made because the knowledge of habit-formation, which is developed in Unit I, should be utilized throughout the entire course. The material presented in Unit VIII presupposes a knowledge of the work of all of the preceding units.

At various points in the book, care has been taken to give proper acknowledgment to the sources from which materials have been obtained. The number of persons who have given helpful advice and counsel is very large. To all of these the authors express their deep appreciation. Particular mention should be made, however, of certain individuals who have made contributions of a singular or special type. For very helpful suggestions as to selection and organization of content, the authors are deeply

indebted to Miss Frances Zuill, Head of the Home Economics Department, University of Iowa; to Miss Emeline Whitcomb, Specialist in Home Economics, United States Bureau of Education; and to Miss Anna Williams, Head of the Home Economics Department, University of Colorado. Grateful acknowledgment is extended to Miss Frances Pickarski, Visiting Teacher in the public schools of Berkeley, California, for her assistance in adapting the materials to meet the actual conditions which exist in present home life. To Miss Maud E. Hayes, Director of Home Economics, Long Beach, and to Mrs. Ila Mae Hobson, Teacher of Home Economics, Grant Junior High School, Denver, the authors are under deep obligation for important suggestions as to classroom procedure and methods. Much valuable help and advice was contributed by Dr. A. L. Beaghler, Pediatrician and Director of Health Education, Denver Public Schools, in relation to the units on the care of younger children and the management of illness in the home. Finally, the authors wish to express their indebtedness to Miss Maud E. Wilson, Research Assistant to the Director of Curriculum, Long Beach, for placing at their disposal the results of an exhaustive investigation of research studies bearing upon home life, and for valuable assistance in matters of style by proof-reading the entire manuscript. Whatever merits this book may have, therefore, are due in a large measure to the unusual interest and coöperation which the authors have received from so many sources.

THE AUTHORS

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JUNIOR HOME PROBLEMS

UNIT I

WHY SHOULD GIRLS UNDERSTAND AND APPRECIATE THE PROBLEMS OF HOME AND FAMILY LIFE?

Can you answer these questions?

1. What is a family?
2. What is the difference between a house and a home?
3. What are your personal responsibilities in your home?
4. What is a personal habit?
5. What are the characteristics of a person with good health habits?
6. How do personal habits affect family life?
7. How are habits formed?
8. How can bad habits be changed to good ones?
9. How should you spend your twenty-four hours?

What is a family? Poets and painters have never exhausted the themes of home and family life. The most hardened criminal responds to a touching story or picture of the home and the family. The ideal home with its family circle is the center of love and happiness, which lives in memory throughout the

years. The companionships formed here are the most enduring relations of life. They persist through troubles, disagreements, and quarrels. Love of home and family is too deep to be destroyed by discord and tribulation. The words home and family hold the most intimate and tender associations of life. What is a family that it should make such a lasting impression upon the individual? Is this type of family life limited only to human beings? Do animals have a family life? Some points of contrast between life among animals and human beings may help you to understand better the nature of a family.

It is said that a codfish will deposit 8,000,000 eggs per season and that, on the average, only sixteen of the fish hatched from these eggs will ever reach maturity. A conger eel lays 15,000,000 eggs in one year and a fish like the turbot produces an equal number each year for a period of ten or more years. A lobster lays 10,000 eggs at a time. A green sea turtle has been known to deposit 900 eggs in a season. On the other hand, a pigeon produces about fifteen young annually, while a robin rears five or six young birds. A cow gives birth to only one calf and a horse to only one colt during twelve months. An elephant begins to produce young when she is thirty years old and stops when she is ninety years old. During this period she gives birth to six young, or an average of one each ten years.

Beside the number of young produced, another great difference between the lower and higher forms of animal life is the provision which they make for their young. A salmon will deposit her eggs in a lake or stream and then die before the young salmon are even hatched. A sea turtle crawls out of the water, digs a hole in the sand, lays her eggs, and then goes back into the water to forget even where the eggs were placed. Insects deposit their eggs where there will be food for the young when they are hatched, but this is the only parental care which is given. As a result of this lack of attention only a few of the young of such species live to reach maturity. Many of the eggs of the cod are eaten by other fish before they are hatched, while thousands of the young are devoured long before they reach the age when they can take care of themselves.

Bees have a well-organized system of parental care of the young. The queen bee lays each egg in a little cell or compartment of the hive. In three days the egg hatches and the little, soft white grub or larva is cared for by workers, who are really nurses. For the first two or three days they feed the young bees with a highly nutritious food called bee-jelly, then they give them pollen and honey. Birds lay their eggs in nests built for the purpose. Almost all of them hatch. During the period when the young birds are helpless, the father and mother feed them and protect them

from animals which would be likely to injure or kill them. All of you are familiar with this devotion. Many people have seen father or mother birds actually risk their lives for the protection of the young ones. As a result of this parental care, the death rate among the young is very low. A robin family that has five eggs will rear to maturity three birds. How does this compare with the fish family? Can you account for this great difference? Do fish have a family life? Do bees? Why? In what ways are they different? Have these animals always had the same type of home since the beginning of time? Do they ever change or improve their homes? What would you consider to be the real purpose of a family in the animal world? The family life of animals is concerned only with food, shelter, and the protection of the young during the period when they are helpless.

The picture of the ptarmigan standing at the door of her home was taken from the trail to Longs Peak, Colorado, at an altitude of approximately 12,000 feet above sea level. It shows the care which some birds take to locate their nests in such places as to give the best possible shelter and protection to the young. The ptarmigan's nest is in under the big rock, sheltered from the rain, winds, and wild beasts. Her own color blends in so well with that of the landscape that you may have difficulty in finding her. In the

winter when the snow is on the ground the feathers of the ptarmigan are all white.

Why do some birds build their nests in the branches of tall trees? Why do swallows make theirs under the

From photo by Inez W. Lehman, Long Beach, Calif.

A PTARMIGAN STANDING AT THE DOOR OF HER HOME

eaves of buildings? What happens to young birds after they are grown? Do father and mother robins or ptarmigans stay at the nest as soon as the young ones have learned to care for themselves?

How does a human family differ from an animal family? A baby is by far the most helpless and de-

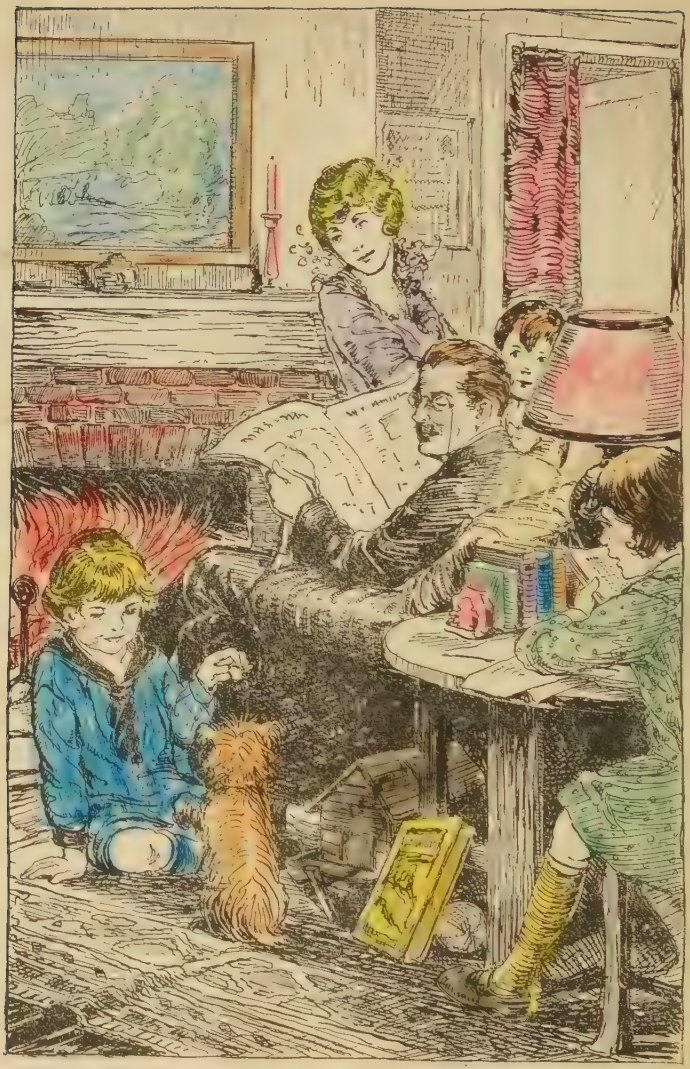
pendent of all living creatures. He must depend upon his parents to care for his every need. It is years before he can provide himself with clothing, shelter, food, protection, and the other wants of life. During these years his parents contribute care and protection. How does the length of time over which the child needs this care and protection differ from that of the young bird or the young bee? How many months does it take for a young robin to grow to the point where he can care for himself? How old are young people before they can be responsible for themselves? In some states this period of infancy is determined by law. See how old a person has to be in your state before he becomes of age.

While the young animal needs care and protection the young child needs something more. He needs education. The period of infancy with birds is short because all that the young need to develop is physical strength and maturity. As soon as this is reached the young bird *knows how* to care for himself. He does not have to be *taught how*. The young chick feeds himself within a very few hours after he is born. While at first he will peck at bright stones as well as grain, he learns not to do this within a few days. On the other hand, it takes a child years to learn to distinguish between healthful and unhealthful foods. The animal has inherited ways of acting which meet nearly all of his needs in life. The child inherits no

such ways of meeting his needs. The environment of the animal is simple. It changes very little. The environment of the child is more complex and variable. For this reason he must learn how to adapt his conduct to the new problems which arise from day to day. Learning how to meet these changing conditions is education. All of this takes a long period of time. The responsibility for much of this education during youth rests upon the home.

Look at the picture of the home given on next page. Do you think it will be a comfortable place in which to live? Why? Do the members of the family appear to be happy? Do you think that this father and mother will give love, protection, and education to their children? Why? Make a list of some of the things that you learn in the home which do not have to be learned by animals. Suggest some things which animals know how to do well a short time after birth. How long would it take you to learn to do these?

The home of the animal is broken up as soon as the young are reared. This is not true with the human family. The father and mother continue to live together in the home for many years after all of the children have grown up and established homes of their own. Even under these conditions parental care seldom ceases. Most fathers and mothers are interested in the success of their children and are



WILL CHILDREN RECEIVE THE RIGHT KIND OF EDUCATION
IN THIS HOME?

ready to lend a guiding hand whenever needed, regardless of the age of the children. They are glad to have grown-up children and grandchildren come home for Thanksgiving, the Christmas holidays, or the summer vacation. Sometimes there are reunions, when all of the children of the same family come together to enjoy the fellowship which existed when they lived together. It is said that most animals never recognize their young after they are grown. This is sometimes true with human beings. Some fathers and mothers are divorced before the children are grown and able to care for themselves. What happens to the children under such conditions? How are they given the needed care, protection, and education? In some cases family life is broken up by the death of the father or mother or both, so that the children become orphans. How are these children cared for? There are some parents who never recognize or feel any affection for the children after they have grown up and left home. They place the children on their own responsibility to earn a living for themselves just as soon as the law permits. The children have no one to whom they can go for helpful sympathy and advice in times of trouble. Such parents, however, are the exception rather than the rule, as most fathers and mothers take a kindly, sympathetic, and helpful attitude toward their children as long as they are able to do so. What

experiences may children be deprived of who have had their home life broken up?

Have the homes of people always been the same? Compare the home of one hundred fifty years ago with

HOME OF 150 YEARS AGO

that of today. How is the home of today better? What kind of home did primitive man have? Why has man changed and developed his home when animals have not? Look at the picture of the home of the beaver.

How many changes do you suppose he has made

in the last five hundred years in the type of home which he builds?

The picture on the opposite page illustrates a common type of pioneer home. Have the homes of

Courtesy Francis Studio, Estes Park, Colo.

BEAVER ON HIS HOUSE

the human family always been of this kind? What has brought about the change? Why will there be more changes?

What is the difference between a house and a home? Some people live together within the four walls of a house, but they never have a real home

life. The father and mother provide the food, shelter, and clothing for the children, but there is something lacking. This something is the thing which makes grown-up children look back upon their home as the most blessed place on earth.

A junior high school girl expressed what she considered to be the difference between a house and a home in the following:

How My House Becomes a Home

When I start a home the rest of the family must be willing to help. There is a certain atmosphere about a home that a house does not have. To make an attractive home, things must be clean and neat. It is also necessary to have the house look cozy and comfortable.

The family should be cheerful and unselfish to one another. Each person should be willing to help everyone else. There should be some duty for each member of the family.

Do you agree with everything that this girl has stated? Why? Does she give some characteristics of the home that you would omit? What are some of the other important considerations which distinguish a house from a home that she has left out? Is a person ever truly happy who lives only in a house? What happens when a house changes to a home? What takes place when a home changes to a house?

If you quarrel with your sister and do not speak to her for two days, what effect does this have upon the family life? If you fail to eat the right food and are ill for a week, what particular difference does it make to others in your home? If you leave the bathroom in disorder each morning, of what consequence is it to the other members of the family? If you are habitually late to breakfast, how does it affect the home life?

The home is the center of the finest things in life. Its members must be willing to share in all of its activities for the greatest good to all; they must be willing to make personal sacrifices for the comfort and happiness of others and be willing to assume duties of helpfulness. Worthy home membership is worth striving for.

The description of a home given below was written by a schoolgirl who has never known any home life. Her idea of home has been obtained from pictures, poetry, books, and stories. Do you think that she has the right attitude toward home life? How does her idea of a home differ from the modern home as it actually exists? How would you describe an ideal modern home as you see it?

My Long-Wanted Home

Not long ago I happened to hear someone say, "Home is merely a place to park the Ford, get a handout, and rest till the next trip."

But that is not an ideal home. My idea of a home is a place where you have someone waiting that you love. What is home without a mother and father? It is like living in a hotel. But if I could go to a little cottage home tonight, and open the door to find a dear little mother sitting before the open fire with her knitting or with closed eyes—waiting for her dear ones, I would tiptoe in and kiss her withered but beautiful, careworn face. Withered, yes, but with labor and hard struggles, after having put her children where the world could not find fault. And how I would work to repay such a mother! I should take my place on the footstool and tell her what happened today at school. And then mother would tell me about her school days, which would always be interesting to me.

Then I would want evening to draw near. The door would open and in would come father, tired but happy. I would want father to kiss mother and the children and joke a little to make mother laugh. He would tell her she is as beautiful as she was fifteen or twenty years ago. She would know he is trying to make her happy, but she would smile and tell him he is an old dear.

Mother would tell us children to set the table, with the dear old blue tablecloth and Delft dishes. Then we would sit down. Oh, what a dinner! Father would carve that wonderful golden brown roast with the delicious smell.

And what a happy family where home is not merely a house; where there is love and happiness each day; where you go to bed and waken in the morning with the assurance of a pleasant day. These hours are too

short to prove to dear parents how much we love and will miss them when our Father has called them to dwell among his angels.

This is my dream of a perfect home. But I have never had one. Ah, how much I would give to have a home like this!

The same distinction between a house and a home which is brought out by this schoolgirl is stated in poetic form by Henry van Dyke in "A Home Song,"* as follows:

I read within a poet's book
A word that starred the page:
"Stone walls do not a prison make,
Nor iron bars a cage!"

Yes, that is true, and something more:
You'll find, where'er you roam,
That marble floors and gilded walls
Can never make a home.

But every house where love abides,
And Friendship is a guest,
Is surely home, and home-sweet-home;
For there the heart can rest.

Select from these quotations the characteristics which distinguish a house from a home. Why are they worth striving for? Can they be produced in all types of homes? Can a house be made into a home

*The Poems of Henry van Dyke. Used by permission of Charles Scribner's Sons.

by just one member of the family? How can you help to make your house a home?

What are your personal responsibilities in your home? Since the father and mother give love, care, protection, and education to the children over such a long period of years, it seems reasonable to suppose that each child ought to have some responsibilities in the home to the parents and other members of the family. Many times not only young children but even grown-up children accept the responsibility of others toward them, but never think of their own responsibilities in return. If a number of people are to live together happily in a family group, each must recognize that the other individuals and the group as a whole owe something to him. He must recognize also that he owes something to the other individuals and to the group. The actions of each person affect everyone else. Each member of the home ought to see that his actions bring no inconvenience or discomfort to the other members. He must stand ready to make such changes in his personal habits as will make his relationship to the group as a whole most profitable and enjoyable. When the question of personal responsibility in the home was raised in a group of junior high school girls, one of them compiled the following list of what she considered to be her responsibilities to her family group. Can you add others? Do you think that this girl was trying to

make herself worth while? Do you think that the practice of the things here set down will help her to make her house a home? "My Responsibility to My Family," which follows the list, was also written by a junior high school girl.

A Girl's Responsibilities to Her Family

1. To be on time to all meals if possible.
2. To notify her mother if she will be detained longer than she expected to be.
3. To help any member of the family.
4. To care for her own room.
5. To obey her mother and father.
6. To be responsible for taking care of younger children.
7. To be able to start a meal if her mother is not at home.
8. To be cautious, so that her mother can trust her to take care of herself.
9. To keep her mother from worrying as much as possible.
10. To be cheerful in order to keep up the spirits of the whole family.
11. To be trustworthy.
12. To uphold the family honor.
13. To make the most of the advantages available.
14. To be coöperative.
15. To be able to make her own decisions, but willing to take advice.
16. To be able to buy economically.
17. To enter enthusiastically into whatever she is doing.

18. To be able to take care of her own clothing.
19. To be able to plan and prepare a meal.
20. To wash her own stockings and underwear, to clean her own shoes, to wash and iron her own handkerchiefs, to plan ahead what she is to wear and to have it clean when she wants to wear it.
21. To get home on time from school.
22. To keep from spending money on trifles.
23. To be able to keep her own appointments.
24. To be able to buy a well-balanced meal for an invalid.
25. To be able to take care of any member of the family when he is ill.
26. To be able to wash her own hair and take her baths without being told.
27. To respect authority.
28. To respect the privacy of other people.
29. To look neat at all times.
30. To keep family secrets.
31. To refrain from being silly about clothing.
32. To cultivate a pleasing manner.
33. To cultivate a pleasing tone of voice.
34. To keep out of other people's business.
35. To stay away from people and leave them alone when they are writing letters.

My Responsibility to My Family

To qualify as a member of a family one must take an interest in the family affairs. There are things which a girl can do to help make her home what it should be. She should always speak pleasantly to and about others. She should always be obedient to her parents and avoid fault-finding. She should not bor-

row, be impolite, contradict, or interrupt. It is always proper for her to join in conversation, but she should never "harp" on one subject. She should remember that other people have a right to their own opinions. To hold the respect of others she must accept apolo-

A GIRL CAN PUT AWAY FOOD WHEN IT COMES FROM THE MARKET

gies graciously, acknowledge when she is in the wrong, and keep all promises.

There are other things a girl should do: keep her own room in order, help with the meals, set the table, help wash and wipe the dishes, dust the furniture, and keep her clothing mended.

The girl in the picture on the preceding page is assuming her share of the family responsibilities. Is she interested in her work? Does she appear cheerful? What other character traits does she appear to have? What other contributions would you expect her to make to home life? Why?

Work out as a class problem a list of the family responsibilities which you consider the average girl should have. What specific responsibilities do you believe you should have in your home? Check yourself daily for a period of a month on the performance of these and then draw your own conclusions as to what you should do. The personal responsibility record given on pages 22 and 23 shows the attempt of one junior high school girl to state what she ought to do and how well she lived up to her responsibilities for a period of three weeks. At the end of this time the mother voluntarily wrote a letter to the teacher in which she stated, "It is simply wonderful how Laura is improving." Can you make your mother feel the same way?

What is a personal habit? Sometimes people think of a habit as the way in which they do things. This is not always true. When you do something the same way all the time day after day and week after week without thinking about it, that thing has become a habit. A habit, then, is a way of doing things which is prompt and *automatic,* but *without conscious*

effort. Good habits increase the ability of the individual in meeting the needs of life. This results in comfort and satisfaction. Bad habits hinder the individual in the performance of his work and bring discomfort, dissatisfaction, and lack of success. Every individual has many habits. Which shoe do you put on first? In putting on your coat, which arm do you put in the sleeve first? Do you brush your teeth every morning and evening without ever thinking about it? If you are sitting in a room when an older person enters, do you automatically rise? If you do these things without giving the matter any thought at the time, then these are habits. In order to save discomfort, unnecessary effort, and unhappiness, good habits should be formed as early as possible in life and strengthened constantly throughout the years of childhood and youth. The individual then has the benefits to be derived from such habits while he is young and will save time as an adult for the consideration of other things which cannot be reduced to habit. When people are living together the success of the group depends largely upon the personal habits of the individual members. If the home is to be a real place in which to live, where all of its members secure help, contentment, and enjoyment, it is necessary that each individual form as early as possible those habits which are necessary to such a home life.

Personal Responsibility Record of a Junior High School Girl

My Personal Responsibilities as a Member of My Family Group	First Week							Second Week							Third Week						
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1. To speak pleasantly to or about others	X	O	X	O	X	O	X	O	X	O	X	O	O	X	X	O	O	X	X	X	X
2. To be obedient to my parents	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. To avoid fault-finding	X	O	O	O	X	X	X	O	X	X	O	O	X	O	X	X	O	X	X	O	X
4. To show consideration for others by regarding their rights and private property	X	X	X	X	O	X	X	X	X	O	X	X	X	X	X	X	X	X	X	X	X
5. To avoid borrowing without permission	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6. To show consideration	X	X	O	X	X	X	X	X	X	O	X	X	X	X	X	O	X	X	X	X	X
7. To join in conversation but not to monopolize it	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8. To keep from contradicting and interrupting	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9. To be willing to allow others to have their opinion and not to try to force mine upon them	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10. To acknowledge when I am wrong	X	O	O	X	X	X	X	X	X	X	X	X	X	X	X	O	X	X	X	O	X
11. To accept apologies graciously	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
12. To show attention and courtesies to others	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13. To fulfill promises at all times	X	O	X	X	X	X	X	X	O	X	X	X	X	X	X	X	X	X	X	X	X
14. To perform cheerfully and faithfully all tasks which lead to personal advancement, such as music and home study, without urging	X	X	X	O	X	X	X	X	O	X	O	X	X	X	X	X	X	X	X	X	X
15. To take advice from mother and father or those who have had experience	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
16. To smile always and not be a grouch	X	O	X	O	X	X	X	X	X	X	X	O	X	X	X	X	X	X	X	X	X

17. To be able to make decisions but to take advice from others	x o x x o x x	x x o x x x x	o x o x x x x
18. To refrain from quarreling with my brothers and sisters	o x x x o o x	x x x x o x x	x x o x x x x
19. To help at home with the housework	o x o x x x x	x x x x x x x	x o x x x x x
20. To keep my own room tidy	x x o x x x x	x x o x x o x	x x x x x x x
21. To keep my stockings clean and darned	o x x x x x x	x x x x x x x	x x x x x x x
22. To wash my hair and bathe without being told	x x x x x x x	x x x x x x x	x x x x x x x
23. To tell my mother everything	x x x x x x x	x x x x x x x	x x x x x x x
24. To be kind to all in my home	x x x x x x x	x x x x x x x	x x x x x x x
25. To control my temper	x o x x x x o	x o x x x x x	o x x x x x x
26. To shine my shoes and clean my teeth and nails	x x x x x x x	x x x x x x x	x x x x x x x
27. To refrain from telling personal family affairs to strangers	x x x x x x x	x x x x x x x	x x x x x x x
28. To lay out my clothes for the next day	x o x x x o x	x x o x x x x	x o x x x x x
29. To keep from bothering mother or anyone else while they are busy	x x x o x x x	x x x o x x x	x x o x x x x
30. To be kind and helpful to younger children	x x x x x x x	x x x x x x x	x x x x x x x
31. To spend my money sensibly	x x o x x x x	x x x o x x x	x x x x x x x
32. To make others happy	x x x x x x x	x x x x x x x	x x x x x x x
33. To be a good student	x x x x x x x	x x x x x x x	x x x x x x x
34. To count my change when I go to the store for mother	x x x o x x x	x x o x x o x	x x x x x x x
35. To notify mother if I am detained	x x x x x x x	x x x x x x x	x x x x x x x
36. To be a good listener	x x x x x x x	x x x x x x x	x x x x x x x
37. To play out of doors at least one hour each day	x o x o x x x	x x x o x x x	x o x x x x x
38. To get dinner started when mother is away	x x x x x x x	x x x x x x x	x x x x x x x

LEGEND: x = SUCCESS; o = FAILURE.

What physical health habits should a junior high school girl have? Everyone should recognize the value of keeping in good physical condition. People who do not practice the habits which are necessary to maintain good health soon mar the harmony of the family life. They become nervous and irritable. They cannot contribute their part in the work and pleasures of the group. They may even become ill in bed so that some other person has to take the responsibility of giving them extra care and attention. Other members of the family are always willing to give this service. It seems unfair, however, to have them do so when the cause can be traced to a lack of right health habits on the part of the one who is ill.

A detailed list of physical health habits would be too long to give here. However, a girl who wishes to practice some of the most important of these always takes pains to:

1. Keep her face, neck, and ears clean.
2. Care for her hands, feet, and nails.
3. Take proper care of her teeth and gums.
4. Breathe through her nose and not through her mouth.
5. Turn her head away from others when she is coughing or sneezing.
6. Choose food which is sufficient for her own needs, of wholesome quality, and well-balanced.
7. Chew her food thoroughly and quietly.
8. Drink four to eight glasses of water daily.

9. Wear clothing that is suitable for the occasion.
10. Remove her wraps, extra sweaters, and rubbers when indoors.
11. Remove damp clothing as soon as possible.
12. Select comfortable and properly fitting shoes and stockings.
13. Get sufficient sleep in a well-ventilated room.
14. Relax at frequent periods during the day.
15. Take regular and systematic exercise.
16. Keep at normal weight.
17. Hold her body in correct position at all times whether sitting or standing.
18. Give proper attention to body elimination.
19. Refrain from using coffee, tea, and stimulating soft drinks.

Discuss these habits in class. Find out all that you can about them and why they are necessary to good health. Check yourself to see how many of these you are practicing. Give some illustrations showing how the failure on your part to practice some of these may affect your family life. What effect will the practice of these habits have on your school work? On the enjoyment which you receive from your recreations? Why?

What mental health habits should a junior high school girl have? It is just as important to form good mental as physical habits, although the latter are better known and more often practiced. It is possible for a person to be mentally sick as well as physically ill. One may have a mental sickness when there is

nothing the matter with him physically. A junior high school girl who considers herself to be in the best of mental health should have developed the habits of:

1. Adjusting herself easily to her environment.
2. Keeping cool in an emergency.
3. Meeting difficulties calmly and settling them without delay.
4. Persevering in spite of difficulties.
5. Acknowledging error.
6. Correcting mistakes if there is an opportunity.
7. Concentrating on the work at hand.
8. Thinking clearly, accurately, and constructively before acting.
9. Working successfully according to her ability.
10. Securing happiness in whatever work she undertakes.
11. Assuming responsibility without nervousness or worry.
12. Believing in her own ability.
13. Attempting to attain her ideals.
14. Recognizing but not advertising her own shortcomings.

Perhaps you will understand these mental health habits better if they are expressed in terms of how a person feels who practices them. A junior high school girl who has good mental health:

1. Enjoys feeling at ease in the presence of others.
2. Appreciates her ability to meet emergencies.
3. Is happy in the work she is doing.

4. Finds enjoyment in performing the duty at hand.
5. Finds pleasure in completing the task undertaken.
6. Enjoys honest effort.
7. Recognizes the necessity of a well-balanced program of work, rest, and play.
8. Enjoys clear, accurate, constructive thinking.
9. Appreciates the ability to concentrate.
10. Is willing to acknowledge error.
11. Is willing to correct mistakes if there is an opportunity.
12. Appreciates the value of promptness.

Study the above list of mental health habits and attitudes. Check yourself to see which of these you already possess and which you need to develop. Watch for illustrations at home where the family life may be more harmonious if some one of these habits is practiced by members of the family; for example, acknowledging error, keeping cool in an emergency, or concentrating on the work at hand. Methods of developing these habits, if you do not possess them, will be discussed later in this unit. If you can develop them to a high degree, you will not only contribute to the success of the family life, but you will aid yourself in all other activities of life where you come in contact with other people.

What social health habits should a junior high school girl have? Social health is as important as physical or mental health. It is impossible for an

individual to "live unto himself alone." He must associate with others in family life, work, play, and school. This association necessitates the working together in harmony, if the maximum of enjoyment and success is to be achieved by all concerned. The habits which contribute to this success and pleasure in social relationships are called social health habits. A girl who has good social health habits:

1. Is courteous, honest, truthful, trustworthy, loyal.
2. Is kind to dumb animals.
3. Is respectful to older people.
4. Is coöperative, sympathetic, considerate, and tactful in dealing with others.
5. Is considerate of the desires and wishes of others: she does not always insist on having her own way.
6. Is thoughtful about the property and belongings of others.
7. Coöperates with others: she works for the good of the group, rather than for her own selfish gain.
8. Is tolerant of the weaknesses of other people.
9. Is careful not to misjudge the motives of others.
10. Respects authority and law.
11. Is sensible in choice of dress, companions, and forms of recreation.
12. Is responsive to leadership and authority.
13. Has a wholesome attitude toward family life and parenthood.
14. Practices the Golden Rule in all human relationships.

Social health habits, like the physical and mental habits, can be expressed in terms of how a person feels who practices them. A girl who possesses right social health habits:

1. Likes to be considered courteous and polite.
2. Abhors deceit and insincerity.
3. Takes pride in being able to live harmoniously with others.
4. Finds pleasure in considering the desires and wishes of others.
5. Respects the property of others.
6. Appreciates the need of laws for comfort, safety, and welfare of the individual and the community.
7. Takes pride in being a good mixer.
8. Enjoys working for the good of the group.
9. Is charitable in her judgment of others.
10. Recognizes the fact that there is good in everyone.
11. Appreciates the need of coöperation.
12. Is glad to be of service to others.
13. Finds satisfaction in forming normal and wholesome ideals and attitudes in relation to sex.
14. Appreciates a normal attitude toward life.

Check yourself by this list of social health habits and attitudes. Do you possess all of them? What will you do about the others? Can you recall any experience where your relationship with your companions at school, or your parents at home, was unpleasant for a time because you lacked one or more of these habits? Can you recall any instances where your relationship with others was disrupted because some

other member of the group did not possess the right social habits? Which of these habits do you believe is the most important? Why?

How do personal health habits affect family life? The success of family life depends upon the coöperation of all of its members. One person cannot make family life a success. Each member must *want* to do his share willingly and cheerfully. Sincerity, self-control, consideration for others, unselfishness, self-respect, and punctuality must be character traits practiced by all members of the family. Right personal habits are very important. If you practice poor food habits and are ill, or poor habits of personal cleanliness, then the other members of the family must suffer. If you are disorderly in your room and leave your books and wraps about the living-room or dining-room, someone must pick these things up. This causes some other member of the family discomfort. The true home spirit means teamwork of all the family members. It is in this spirit that the house becomes a home.

How are habits formed? When you checked yourself by the list of physical health habits let us suppose that you discovered that you did not eat enough vegetables daily. How shall you form this habit? The first step is to be really *interested in possessing the habit.* You must *really want to form it.* In order to be interested enough in this habit to want to form

it, you must realize the fact that eating a sufficient quantity of vegetables will be beneficial to your health. You must realize also that the lack of a sufficient quantity of vegetables will be detrimental to your health. In this particular case you will have to see clearly that unless you eat a sufficient quantity of vegetables it will interfere with the growth of your body. You will be unable to play and work as you would like to because your body lacks the proper vitamins and minerals. Because of this deficiency you will suffer bodily discomfort. You must also see that if you had eaten an adequate quantity of vegetables you would be well and strong with a body which is growing properly. You would be able to work and play with pleasure and enjoyment. When you see that eating vegetables really contributes to your good health, you will then have reached the first step in wanting to form the habit.

The second step in forming a habit is to *practice the activity over and over again every time that the opportunity arises.* Never allow even one occasion to pass. This means that in building the habit of eating vegetables you must not refuse to eat vegetables at any meal. You must always remember that once you have started to build a habit, each time that you allow yourself to be distracted from practicing it will make it more difficult for you to practice it the next time. In the same way, every time that you

practice the desired habit it will be easier for you to practice it the next time.

The third step in forming a habit is to *get enough pleasure and satisfaction out of doing it to really* **want** *to do it over again.* Each time that you eat vegetables you must have a feeling of pleasure and satisfaction. This may come about by the remarks of your friends as to how well you are looking, or it may come about by your own realization that you are feeling better. Whenever this pleasure and satisfaction occurs, it will cause you to want to continue the practice of the habit.

The three steps, therefore, in the formation of a habit are: first, you must want to form it; second, you must practice it every time the opportunity arises; and, third, you must secure satisfaction out of employing it. This pleasure and satisfaction in using the habit causes you to increase your desire to want to form it, which, in turn, stimulates you to further practice. From this you obtain more satisfaction and a further desire to practice, so that you have a desire for practice, practice, satisfaction; more desire for practice, more practice, more satisfaction; a greater desire for practice, a greater amount of practice, greater satisfaction; and so on indefinitely. If you can keep this circle operating, the success of your habit will be assured.

In the list of physical, mental, and social health

habits you will probably find some which you do not possess. Select one of these and begin today to form it. Follow the three steps outlined above. They apply to the formation of all habits regardless of the nature of the habit or whether the individual is young or old. You should not try to form more than one habit at a time. When you can practice this automatically without thinking about it, you are ready to select another one and begin to form that. The more of these habits that you can form the better you will be able to make a real contribution to the family life. You will also add to your own satisfaction as well as to that of the other members of the family.

How can bad habits be changed to good ones? It is much easier to form good habits when no bad ones are already being used. If you have built up the habit of drinking tea or coffee at each meal, it will be harder for you to build up the habit of drinking milk than if you had not been drinking tea or coffee. The old habit of drinking the tea or coffee will try to drag you back to it each time you want to drink milk. This will continue until the practice and satisfaction in drinking the milk becomes so strong that the appeal of the tea or coffee is not felt.

If you have no old bad habit you have nothing to drag you away from your desire to build the good one. If you have been in the habit of eating pastry twice a

day, it will be difficult for you to substitute for this more green vegetables, which are much more wholesome. On the other hand, if you have formed no habit in relation to pastry, it will be much easier for you to build up a habit of eating the vegetables.

The steps to be followed in changing a bad habit to a good one are exactly the same as those for building up a good habit. You must remember that the bad habit already formed will make it more difficult to take the first step of wanting to form the good habit. It will make it more difficult, at the beginning, to practice always the good habit, because the strength of the bad one will try to pull you back. The bad habit will also decrease the pleasure and satisfaction which you will receive at first from the practice of the good one. You will therefore not have the amount of satisfaction to carry over to make you want to continue the practice that you would have if there were no bad habit. However, the only thing to do is to keep practicing the good habit with a firm and steady purpose. Whenever the bad one tries to get you to follow it, don't listen to it. Continue to practice the good one. Soon the satisfaction together with the practice will kill out the old one entirely. You can always win in the end if you will persist.

How shall you spend your day? Every girl has certain kinds of activities in which she engages every day. Some of these are eating, sleeping, helping

mother, going to school, and play. All of these and many others are necessary if she is to be strong and happy. In order for her to secure the greatest amount of benefit and pleasure from each, some definite time must be set aside for it. People who have money to spend usually make a budget. This is a plan, prepared in advance, for the spending of this money. Good home-makers follow this same practice in order that each item of expenditure will receive its just amount in proportion to the others. For example, your parents must plan for the food, clothing, and shelter, and the educational, recreational, religious, and health needs of the family. Without a definite plan, too much money may be spent for clothing, so that there is none for recreational or health needs. The person who spends his money wisely also stores up a savings account for unexpected future needs.

In the same way, the good home-maker budgets her time so that there will be opportunity for work, rest, and recreation. You have all heard the old saying that all work and no play makes Jack a dull boy. It is equally true that too much play and no work is also bad. The wise person so distributes his time that all of the activities are included, but none is slighted. Each is given time in proportion to its value. It is very important, therefore, for all boys and girls to budget their time. They will then

have each day a plan of action which gives opportunity for all kinds of activity. How do you spend your twenty-four hours? Make a list of the things which you do every day. How much time is needed for each one? How much time should a girl of your age spend in sleep? How much time do you spend in school? How long does it take you to dress? To take care of your room? To eat your meals? What do you do to help mother every day? Should girls plan for some rest each day? Why? How much time should you have daily in outdoor exercise and fun? Should you have some indoor pleasure also? In what ways will the time budgets of girls differ? Plan your time for a week and see how the plan works. Make necessary adjustments until you have a time budget which is satisfactory to you. Thereafter see if you do not have more time for the things which you really enjoy and which are worth while.

Below is given a time budget which was worked out by a class of junior high school girls. What do you think of it? How should you change it to meet your needs? Make a similar plan for yourself and put it up in your room.

TWENTY-FOUR HOURS A DAY

6 hours in school.

1½ hours in work at home, such as washing dishes, making beds, caring for the baby, going to the store, and helping mother in other ways.

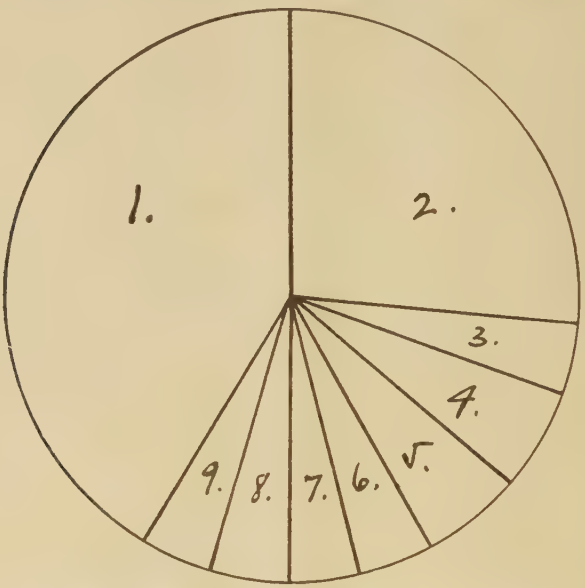
1 hour of study at home. This may be upon music or school lessons.
1½ hours in outdoor fun, recreation, and exercise.
2½ hours for meals, bathing, dressing, caring for hair and clothes.
1½ hours of quiet rest to visit, read, or be alone.
10 hours of sleep.

One of the girls in the class presented the following as the actual distribution of her time:

6:45	I get up.
6:45 to 7	I wash and dress.
7 to 7:25	I eat my breakfast.
7:25	I start for school.
8 to 8:10	I take charge of the gymnasium door.
8:10 to 8:25	I talk to my friends and walk through the halls.
8:25 to 12:55	I have my class work.
12:55 to 1:25	I have my lunch.
1:25 to 3:15	I have my class work.
3:15 to 4:00	I walk home.
4:00 to 5:00	I get my lessons and help mother.
5:00 to 5:30	I go to the store. If I have any time left I play outdoors.
5:30 to 6:30	I set the table, eat supper, and care for the baby.
6:30 to 7:00	I clear the table and do the dishes.
7:00 to 9:00	I finish my lessons.
9:00	I go to bed.

Compare this budget with the time allotment agreed upon by the class. What items in this girl's

program are overemphasized? What items are neglected? What changes could you help this girl make in her time budget? What effect do you think a



GRAPH OF THE TIME BUDGET OF A JUNIOR HIGH SCHOOL GIRL

schedule of this sort would have on the health of a growing girl if continued throughout the whole school year?

Another junior high school girl used the circle graph given above for showing how she budgeted her time.

The circle represents the twenty-four hours in the day. The various sections indicate the proportionate amount of the time of the day spent in the following: (1) sleep; (2) in school; (3) going to and from school; (4) meals; (5) music lessons; (6) school work at home; (7) grooming; (8) helping mother; (9) play. See if you can make a circular picture showing how you spend your day. Your mathematics teacher will help you if you do not know how.

The time budget of the growing boy or girl should provide for nine hours of sleep, five hours in school, two hours for helping in the home, one hour for outside school work, two and one-half hours for recreation, two and one-half hours for meals, thirty minutes for a rest period some time during the day, and two hours for dressing, practice of music, or other activities which may be desired.

What every pupil should be able to do. Every pupil who has studied Unit I should show growth in ability:

1. To appreciate the contribution of the family to the welfare of each member of the group.
2. To appreciate and assume the responsibilities of the individual to the family group.
3. To know and practice the right health habits which are necessary for a happy family life.
4. To budget her time so that she will have the proper amount for work, play, rest, and family associations.

5. To appreciate the fact that time well planned means greater efficiency in both work and play.

QUESTIONS AND PROBLEMS

1. What is meant by teamwork? Give an illustration of teamwork from your own home life.

2. Find a number of examples of animals who neglect their young. Who care for their young.

3. How may a child without brothers or sisters be hampered in home life?

4. Is there any limit to the obedience which a child owes his parents? Discuss.

5. Make a list of the characteristics common to ideal home life. Which of these can you contribute to in your home?

6. What happens to family life if both father and mother work outside of the home?

7. In what ways are the responsibilities of the children different when both father and mother work?

8. How may a small brother or sister make his contribution to happy home life?

9. Discuss the meaning of this quotation: "Being a parent is the biggest job on earth."

10. Why is your responsibility to your parents greater than the responsibility of the robin to his father and mother?

11. What do children miss who are brought up in institutions? Is it better for children to be brought up in institutions rather than by unkind or undesirable parents? Discuss.

12. How may a time budget be beneficial to your family life? Is it wise to plan all your pleasure for one time. Why?

If father is away all day should part of the recreational time be in the evening? Why?

13. May fear become a habit? Should children be permitted to form it in childhood? Why?

14. May failure and success become habits? How do they affect your school work? How will they affect your later life?

LABORATORY EXPERIMENTS

1. Let each girl make a list of what she considers to be her responsibilities to her family. Make a study of these responsibilities and at the end of each month endeavor to determine how many each girl is actually assuming and what improvement she could make.

2. Let each girl make a list of the contributions of the family to the individual. Let each discover how she can help improve these conditions in her own home.

3. Let the girls agree upon a list of personal habits which they think contribute to a happier home life. Check to see how many of these they are developing and where improvement could be made.

4. Let each girl select and build up at least one good new health habit and replace one undesirable habit with a good one. This experiment should continue throughout the entire course.

5. Let each girl make a list of the things which she does every day, giving the time which she consumes in doing each. Compare the results with the sample time budget given on pages 36 and 37 in this unit. Let each girl revise her list and make a practical working time budget for herself. Let her check herself at least once a week to see if she is living according to it. Encourage her to make as much improvement as possible.

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UNIT II

WHAT DOES IT COST TO FINANCE THE HOME?

Can you answer these questions?

1. What is the income of a schoolgirl?
2. What are the advantages of making a budget?
3. What are the steps in making a budget for yourself?
4. How are incomes of schoolgirls actually spent?
5. What is the family income?
6. What is the family budget?
7. What is the relation of the schoolgirl to the family income and budget?
8. How can you add to the family income?

What is the income of a junior high school girl? The income of a junior high school girl is generally thought of in terms of money. This may come from two different sources. One of these is an allowance. This is usually a sum of money given to her by her parents at stated periods of time, such as at the beginning of each week or month. Sometimes this money is not allowed regularly, but small sums are given from time to time to meet daily school expenses. Money may also be given by the parents for very

definite purposes, such as the purchase of shoes, hats, dresses, or other articles of wearing apparel. In such cases it should be used only for the purpose for which it was intended. More often, however, parents give an allowance with no definite directions as to its use. In such cases, the expenditure of this falls upon the shoulders of the girl herself. It is very necessary, therefore, that she know how to spend this wisely.

The other source of income of a junior high school girl is the wages or earnings from work which she does outside of the home. This may be performed before and after school or on Saturdays, holidays, and vacations. Find the kind of work which boys and girls do in your school as a means of earning money. Is such work a good thing? When may it be a bad thing? Why? In general, pleasant and profitable employment outside of school hours is a good experience for growing boys and girls. Plans for such employment should always be considered with father and mother. Their judgment is of value in helping you decide which is the best kind of work for you to attempt.

Some boys and girls stop going to school in order to work regularly every day. Under what circumstances do you think this is advisable? Is the state interested in keeping you in school? How do you know? Is the state interested in the kind of employ-

ment in which you can engage? Look up the employment laws for girls in your state and see under what conditions you may work. Fortunately, almost all large cities and many smaller communities offer fur-

LONG HOURS AND HARD WORK ARE BAD FOR BOYS AND GIRLS

ther educational opportunities for those who leave school early. See if you can find out what these are. What difference would it make to you ten years from now if you should drop out of school today?

Long hours and hard work are very bad for boys and girls. They prevent proper growth and development.

Boys and girls are too tired after such labor to take the proper amount of exercise and recreation. They are often so fatigued that the food which they eat is not properly digested. This results in stunted growth and ill health. The state is interested in keeping boys and girls in school for two reasons: first, to give them a chance to develop into healthy, happy individuals; and, second, to give them a better education so that they can be more useful to themselves and to others. On the other hand, some work of the right kind may be very beneficial to growing boys and girls, as it gives them an appreciation of the value of labor and sound ideas as to the use of money. Boys or girls who have to earn the funds for the necessities of life or for incidental expenses usually learn to think carefully before they buy. This training in money values which is given by the right kind of work is very much worth while both for the present and the future. It can be secured, however, by after-school, Saturday, or vacation employment.

What are the advantages of making a budget? Ordinarily, a budget is a plan for spending money. Such a plan means that your income is divided so as to cover all of the expenditures which are necessary for a specific time. A budget always precedes the expenditure of the money and may be made for a month, six months, or a year in advance. One of the biggest advantages of having a definite plan is that

it makes the individual consider carefully between his wants and his needs. Let us suppose that you have an item in your budget calling for the expenditure of $5.00 for carfare for the month. This would be considered a necessity. Suppose you had made an allowance of $1.00 a month for the movies. This would be considered a luxury. If you had used all of the movie money by the middle of the month, you might be tempted to take carfare money for more picture shows. If you have a budget, however, you will probably keep the carfare money for this need and deny yourself further luxuries until the next month.

Another advantage of a budget is that it helps you live within your income. If you have a certain amount of money from an allowance or earnings, a plan of spending this will help to secure everything that you need and many things which you would like to have. At the same time you will not exceed the total amount of your income. Without such a plan, you would spend until all of your money was gone. Because of this unwise expenditure, you would then be unable to meet your necessary expenses for the remainder of the month.

Finally, a plan of doing any piece of work, which is made in advance, always brings better results and more satisfaction with less wasted effort. You can accomplish more each day if you will make a plan, or budget, for expending your time. You can secure

better results in school by determining in advance how much time you will spend on each activity. You can have more enjoyment at a picnic by planning all of the details in advance. If you want to entertain your friends at your home, you will have to see that everything is ready and prepared before they arrive. A systematic, well thought-out plan of doing things always pays. This is as true with the spending of your money as with your work or recreation.

What are the steps in making a budget for yourself? The first step in making such a plan is to find the exact or estimated amount of your income over a certain period of time. If you have a regular allowance, you know just how much you will receive each month or year. If you have regular employment outside of school hours, you know accurately the amount which you will earn. If your allowance happens to be irregular, or if your work is not steady, you can secure some idea of your income if you have kept a record of your allowance or earnings over a given period of time. This record will show the total income. Unless you know of something which will increase or reduce it, you can assume that your income will remain approximately the same.

The next step in preparing a budget is to make a list of the various kinds of expenses which are to be met from the income. You should then consider the relative importance of each item and divide the

income in the most satisfactory way to include all of them. For example, let us suppose that you had to meet from your income the expenses of carfare, lunches, amusements, gifts, and savings. You will have to consider the relative importance of each of these. Are lunches more important than gifts? Is carfare more important than amusements? Are savings more important than gifts? Having decided these questions, you will divide your income among these various items. If you thought that gifts were unimportant you would make little provision for them; whereas if you thought savings were important, you would set aside a generous sum for this purpose.

The third step in making a budget is to follow it as nearly as possible when you make the actual expenditures. A budget is not something which is to be made and then disregarded immediately. It should be looked upon as a plan to be put into operation. This does not mean that at a future time some changes may not have to be made in it. Whenever such alterations are necessary, they should be made only after a careful consideration of the merits of the case. If you have allowed in your budget $5.00 for lunches for the month of twenty days, this means twenty-five cents per day. When you spend thirty or forty cents on some days you must take this extra amount from amusements, gifts, or savings. This means that you will have to revise your budget. You

may do this because you find that you are unable to secure a wholesome, nourishing lunch for twenty-five cents per day. You should not do this because you wish to add to it sodas, ice cream, or candy.

How should a schoolgirl spend her income? The items for which a schoolgirl should make provision in her budget depend upon the expenses which she has to meet out of her income. These vary with different individuals. Some girls use their allowance or earnings for carfare, lunches, and luxuries, while others must provide these and also clothing, gifts, recreation, and savings.

A junior high school girl had an allowance of $10.00 per month. Below is a copy of her plan for spending this for three months.

Items	Amount
Stockings	$2.00
Lunches	4.20
Gymnasium shoes	1.50
School plays	.35
Compact	.50
School supplies	1.00
Movies	4.00
Candy, gum, sodas	2.35
Cold cream	2.25
Home economics supplies	1.95
Underclothing	3.00
Necessities	2.00
Savings	4.90
Total	$30.00

Do you think that the budget of this girl covers all her wants and needs for three months? Why? Find what per cent of the total amount she has assigned to each item. How would you change these proportions?

Another junior high school girl had an allowance of $9.00 per month. Her plan for spending this for a period of three months is given below.

Items	Amount
School lunches	$9.00
Hats	3.00
Gloves	.75
Dress (made at home)	1.35
Stockings	2.00
Gymnasium shoes	2.50
Underwear	.75
Haircuts	1.25
School supplies	1.25
Amusements	.75
Miscellaneous	1.00
Savings	3.40
Total	$27.00

Compare this budget with the one given on the preceding page. Consider the items listed as well as the proportionate amount given to each. Which girl do you think has the better knowledge of the actual cost of her items? Which budget do you think best represents the needs of the junior high school girl? Why? Make a budget for spending your allowance or

earnings for a period of three months. If you have no definite income, assume some amount or take that of some other member of the class.

SHE ADDS TO HER INCOME BY TAKING CARE OF SMALL CHILDREN IN THE NEIGHBORHOOD

How are incomes of schoolgirls actually spent? Many schoolgirls never know how their incomes are actually spent, as they do not make a budget and do not keep a record of expenditures. Even if you do not make a budget, it is a simple matter to keep an

account showing your personal expenses from day to day. Below is given a page which was taken from the

PERSONAL ACCOUNT OF A NINTH-GRADE GIRL

Date	Income	Saving	Giving	Needs	Amusements
Nov. 20	$2.00				
21	.10				Candy $0.10
22	.10			Lunch $0.10	
23	.25		Charity $0.05		Candy .10
24				Lunch .15	
25	.35			Haircut .35	
26	.20				Show .20
27	.10			Stamps .10	
28	.10				Candy .10
29	.25			Lunch .10	
				Belt .15	
30	.10		Charity .05		Gum .05
Dec. 1	2.00	$1.50		Embroidery .40	
2	.10			Lace .05	Candy .05
3	1.50		2 Christmas presents 1.50		
4					
5	.25	.25			
6					
7					
8					
9	.25			Book fine .05	Candy .20
10	.25	.10		Lunch .15	
11	.85		Gift .85		
12	.15	.15			
13	.25			Carfare .15	
14	.15			Lunch .25	
Totals	$9.30	$2.00	$2.45	$2.00	.80

personal account of a ninth-grade girl. She lives with an aunt and receives an allowance from her father. She adds to her income by taking care of small children in the neighborhood. Her aunt also pays her for some of the work done in the home.

What advantages and disadvantages do you see in keeping a personal account of the above type? What improvements would you make in the form and organization? How could the keeping of such an account be of service to you? Try it for one month. Check the result with the budget which you made and see whether or not you are living within it.

What is the family income? The family income consists of all of the money which the family has for its use. There are various sources of this income. The most important of these usually is the wages or salary of the father. This salary may be received by the day, month, or year. He may earn it by physical labor or skill of hand in the actual production of things of value. It may be the amount paid for his services, such as those of a salesman or a railroad engineer. It may be from the profits of his own business, as in farming or in operating a grocery store. He may also receive his income from service in a profession, such as a teacher, a doctor, or a lawyer. Other sources of income are interest on investments, such as stocks or bonds, and rents.

The work which mother does in the home is also a

source of income. The home could not be maintained without her contributions. If mother did not do this work, some other person would have to be paid for the service. What would it cost to maintain your home if someone had to be paid in money for what mother does? Estimate this cost for a month at the wages usually paid for such labor in your community. This will give you an idea of the money value of mother's work. How does mother contribute her share of the family income? What are mother's duties in the home? What do you consider a mother's most important responsibility to her family? What does mother contribute to the home beside her services? Do you think that mothers should work outside the home? Is it ever necessary? In what ways can a mother earn money without leaving her home? What is the effect upon children when mothers work outside the home?

What is father's share in the support of the family? What beside money does father contribute to the home life? What does your father do for you beside provide for you?

The ideal home is composed of a father, mother, and children. The father provides the support for the home and helps mother with the rearing and training of the children. Mother manages the home and cares for the children, helping father in the wise spending of his income for the family welfare.

Unfortunate circumstances often make it necessary for mother to earn a part of the family income. In such cases some of the finest values of the home life must be sacrificed. Very often this means inferior training and care of the children and a poor home spirit.

What is the family budget? Any enterprise which uses money involves expenditures for all kinds of things. If it is a business, money must be spent for equipment, supplies, wages of employees, rent, heat, light, and many other items. The owner of a business must plan for these expenditures so that the money which he has will meet all of these demands. If money is spent without a plan some important items may have to be omitted because there is not enough to go around. Such a plan is called a budget. This plan is similar to the one which you made for your personal accounts. The same values must be considered. The same steps must be taken in making the budget for a business concern or family as in making a personal budget. There are many expenses involved in maintaining a home. Mother and father should make plans together for the spending of their income. This plan should cover, first, the necessities of life, such as food, clothing, and shelter. It should also include the education and recreation of the family. The family budget should be so managed that everybody has some of the satisfactions and pleasures of life as well as the necessities.

A father, mother, and three children made this plan for spending their income of $150.00 a month:

Items	Amount	Per Cent	Individual for One Month	Individual for One Year
Savings . . .	$11.00	7.3	$2.20	$26.40
Food	50.00	33.3	10.00	120.00
Shelter . . .	38.00	25.3	7.60	91.20
Clothing . . .	26.00	17.3	5.20	62.40
Operating . .	13.00	8.8	2.60	31.20
Education . .	7.50	5	1.50	18.00
Advancement .	4.50	3	.90	10.80
Totals . . .	$150.00	100	$30.00	$360.00

The above figures show what it costs this family to live. If you were a member of the family and the cost of providing for each person was one-fifth the total cost, how much would it cost to keep you for a month? for a whole year? At this rate, how much will it have cost your father to provide for you if you become entirely self-supporting at the age of twenty-one? What clothing does your mother make for you? What clothing does she buy ready-made? What food is prepared in the home? What is bought? Is the laundry done at home or sent out? Does mother have help with the housework or does she do it all herself? Do you have a garden? Who cares for it? What effect does this have on the cost of living? How does the way in which you use the heat, water, gas, and light influence the cost of maintaining your

SAVING FOR A RAINY DAY

home? In addition to the money cost of providing for children there is the thoughtful care and protection which can never be paid for in dollars and cents. How can you make a return to your parents for the advantages, care, and protection which you receive at their hands?

There is perhaps no misfortune so great as not having money enough to buy the necessities of life. It means personal suffering and often ill health. Proper food, clothing, and shelter are necessary to good health and these cannot be provided without money. There is but one way of being sure of these necessities of life and that is by earning money to buy them and by saving something of these earnings to meet future needs. Someone has said, "No one ever retired on the money which he spent." Discuss the meaning of the statement.

For what is the money spent which is earned in your family? Who does most of the buying? Suggest ways to manage the spending of money so that both father and mother may have a share. Should mother have to ask father for the money which she needs? Why? Is a weekly or monthly allowance for the house a good plan? What are the arguments for a joint bank account for father and mother? A separate bank account for each of them?

The family in the picture on the following page is making the family budget. Why is it a good plan

for children to take part in this? How will it help every member of the family to be more careful in spending money? in the use of the supplies and furnishings of the home? How may the budget help this

MAKING THE FAMILY BUDGET

family distinguish between wants and needs? Do many families that you know plan the spending of the family income together? Is it a good thing? Why?

The budgets shown on the next page are suggested for a family varying in numbers from two to five on an income of $150 a month:

SUGGESTED BUDGETS FOR INCOME OF $150.00 A MONTH

Number in Family	2		3		4		5	
Items	Am't	%	Am't	%	Am't	%	Am't	%
Savings	$12	8	$ 7	4.6	$ 4	2.6	$ 2	1.3
Insurance	10	6.6	8	5.3	5	3.3	3	2
Food	35	23.3	45	30	50	33.3	55	36.6
Shelter	38	25.5	38	25.5	38	25.5	38	25.5
Clothing	25	16.6	25	16.6	28	18.6	30	30
Operating	15	10	15	10	15	10	15	10
Advancement	15	10	12	8	10	6.7	7	4.6

The items usually appearing on a budget for the home are:

1. Food, which includes groceries, meat, dairy products, bakery goods, fruit, vegetables, and meals eaten in cafes and restaurants away from home.
2. Shelter, which includes either rent, or interest on the mortgages of the home, property tax, fire insurance on the house, and upkeep and repairs.
3. Clothing, which includes outer garments, underwear, hats, shoes, ties, collars, gloves, handkerchiefs, accessories, and the cost of clothing made by a dressmaker or a tailor.
4. Operating expenses, which include light, fuel, telephone, water, ice, personal property and income tax, furnishings and repairs, extra help, carfare, personal gifts, furniture, insurance, haircuts, postage, stationery, razor blades, and shoe polish.
5. Health, which includes dentist, doctor, and hospital service.

6. Giving, which includes church, Sunday School, missions, hospitals, orphanages, Y. M. C. A., and Y. W. C. A.
7. Advancement, which includes education, recreation, vacations, and concerts.
8. Savings and investments, which include savings-bank accounts, life insurance, payments on a home, building and loan payments, government securities, and stocks or bonds.
9. Luxuries, which include expenditures for such items as tobacco, candy, shines, and manicures.

In the average home, mother does most of the buying. She purchases the groceries and the clothing for herself and children, and pays the household bills, such as light, gas, and telephone. Are there any other bills, which father pays? Check these items on the sample budget and find the per cent of the family income which father spends. Who spends the greater part of the family income, father or mother? The mother and girls of the household usually spend the greater part of the income. Why should women know and understand something of financing the home? Give several reasons why training for home-making is as essential as for the other professions.

What is the relation of the schoolgirl to the family income and budget? The income and budget are but two of the factors in making a home. They are, however, exceedingly important. The wise planning of the family income means that provision will

be made not only for the necessities of life but for the pleasures and some luxuries as well. The financial affairs of the home can be successful only through the coöperation of all of the members of the family. Each

WHICH IS THE BETTER METHOD OF CARING FOR A DRESS?

person must want to make his contribution to the income and must understand how this can be done. It does not have to be made in terms of money. Work in the home and the careful use of equipment and supplies are just as much a contribution as working for wages outside of the home.

The girl who is careful of her clothing and keeps it in repair, does not waste food, does not destroy property, is prudent in the use of the lights and the fuel, does not buy an excess of candy, does not go to the movies too often, and does not waste money on tawdry jewelry or knickknacks, is adding to the family income. She is being truly self-supporting by the manner in which she saves. This is your greatest contribution to the family income.

The illustration on the preceding page shows two methods of caring for a dress. Which adds more to the family expenditures? Why? Which method do you use? What steps will you take to correct the habit, if you have the wrong one?

What every pupil should be able to do. Every pupil who has studied Unit II should show growth in ability:

1. To appreciate that thrift is *absolutely* necessary to right living.
2. To know that saving occurs only under a definitely outlined plan.
3. To know the best methods of investing savings for children.
4. To appreciate the problems of financing a family.
5. To appreciate her responsibility in helping to make the family income purchase as much as possible.
6. To appreciate the costs of an education.

7. To appreciate the arguments, for and against, immediate income *versus* further education.
8. To budget and spend her allowance efficiently.
9. To appreciate the fact that the successful home must be run according to some financial plan.

QUESTIONS AND PROBLEMS

1. Did you ever stop to think how much it costs your parents to keep you well and comfortable and to educate you to become useful women?

2. Have you earned money? Make a list of some of the ways in your community for girls to earn money.

3. What work should you be expected to do without pay about your home? For what work should you be paid?

4. May a complete physical examination to find out the condition of your health be a good investment? Why?

5. Do you know that the members of some families plan to do without sufficient food in order to have fine clothing? What do you think of such a plan?

6. If a family makes a budget and does not allow for fun and amusement, will they be happy? Why?

7. Can you explain why a budget may make a home a happier place in which to live?

8. You have heard people say that they are saving for a "rainy day." Discuss what they mean.

9. What are the results if you spend more than you earn? Is there any way of making up the deficit? When is it good business to mortgage a home?

10. Mary is sixteen and wants to quit school to go to work. Her father can keep her in school if she is very careful about the money which she spends. Which choice

would be of greater advantage to Mary over a period of years? Why?

11. When you have earned some money, what should you do with it? Should you give it all to mother? Why?

12. Is eight hours of work followed by three hours in evening school too much for a growing boy or girl? Why?

13. Can you justify the family charge account? By this is meant the charge account to which any member of the family may make a charge. Is the "charge it" habit a good one for growing boys and girls to form? Why?

14. Is it cheaper to own your own home or to rent? What are the advantages and disadvantages of each plan? Which do you favor?

15. Can the money value of mother's work in the home be estimated or paid for? Why?

16. Compare the earning power of two persons twenty-five years of age, one of whom quit school at the end of the fifth grade, the other at the end of high school.

LABORATORY EXPERIMENTS

1. Let each girl make a plan for spending her own allowance or the money which she may earn.

2. Make simple sample budgets showing the cost of operating homes on various incomes, with families of various sizes.

3. Let each girl make a plan of what she thinks it would cost to provide for her family for one year. Let her find out the contribution of mother and father to each of these items.

4. Let each girl make a plan showing what it would cost to run her home, provided mother did nothing. Compare this with the results found in Experiment 3. Does

mother's work really have a money value? Does mother contribute anything which cannot be paid for in dollars and cents? What would happen if father's contribution were taken away?

5. Let the girls agree upon a list of responsibilities which they should have in helping finance the home other than by contributions of money. Let them check to see how many of these they assume.

6. Let the pupils investigate and agree upon the best ways for junior high school girls to invest their savings.

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UNIT III

HOW CAN YOU HELP MOTHER IN HOUSEKEEPING IN YOUR HOME?

Can you answer these questions?

1. What are your responsibilities in keeping your home clean?
2. How should you keep your own room clean?
3. What can you do to help in keeping the other rooms of the house clean?
4. What are your responsibilities in making your home more attractive?
5. What can you do to make your own room more pleasing?
6. How can you help mother to arrange the kitchen so that time and steps may be saved?

What are your responsibilities in keeping your home clean? Have you ever thought about the amount of work which mother must do every day in order to keep your home clean and in order? Should you have any part in this work? Every girl can share the housekeeping responsibilities with her mother by caring for her own room. If this is occupied with a sister, then there is the added responsibility of work-

ing out a plan so that both girls may have a part in keeping the room clean. There are many housekeeping responsibilities which you can share with mother other than caring for your room. The living-room, the dining-room, the bathroom, and kitchen must have daily care. These are the rooms where the family live and where the work of home-making is done. Make a list of the things which mother must do in order to keep these rooms well cared for. Put a check mark before those which you could do for her. Mother will be proud and happy to have your interest and coöperation in caring for the home.

What are the advantages of keeping your home well cared for and in order? There are many reasons why a home should be well cared for and orderly. One of the most important of these is to promote the health of the family by having the home in the best possible sanitary condition. Another very good reason is to save time. It always takes time to find things which are out of place. A very old rule and a very good one is, "A place for everything and everything in its place." A well-ordered home adds to the efficiency of doing work and to the convenience of living. How does a room with dust and dirt on the floors and furniture, with magazines, papers, and books strewn everywhere, and with clothing on the chairs affect your feeling? Are you happy in such a room? Would you like to live under these conditions

day after day? Here, then, is another very good reason for having an orderly, well cared-for home. It adds to our feeling of comfort, happiness, and contentment.

What must you know in order to care for your own room? A very important factor in caring for your own room is to open the windows in order that the fresh air may circulate freely through it. Another point of equal importance is to throw open the bed each morning so that the bedding may also be exposed to the air. Whenever possible it is desirable that the room and bedding be exposed to the sunlight. The body perspires at night, giving off impurities and odors. Exposing the bedding to sunshine and air permits these to escape. This is the chief reason why you should not make your bed as soon as you get up. Plan a schedule of your morning work so that you do not have to make your bed without allowing it air.

In caring for a bed the pillows and mattress should be turned frequently. This makes them wear more evenly and retain their shape better. A quilted pad, an old blanket, or a quilt should be placed over the mattress. This is a means of protection for the mattress. It can also be laundered frequently.

An old quilt or piece of clean carpet spread over the springs protects the mattress from wear and dust. This quilt or carpet should be cleaned several times a year.

Perhaps the most important thing in the care of the bedroom is to have the bed well made. This is not only necessary for the orderly appearance of the room, but is essential to the comfort and health of the individual. A poorly made bed prevents you from having the right sort of rest, thus affecting your health, comfort, and happiness. How do you make your bed? Can you do it quickly and easily? When you make your bed in the morning think about it carefully. Plan to do it better and in less time.

There are things which are important in making a bed quickly and at the same time in having it comfortable. A list of some of these is given below.

1. The mattress should be flat and straight on the springs. The pad should lie smoothly.
2. The bottom sheet should be straight and tucked in on all sides of the mattress.
3. The top sheet should be placed so that it tucks in well at the foot of the bed. It should be long enough to turn down a foot or more over the blanket and comforts. This keeps the bedding clean.
4. Blankets and other bedding should be put on so that they are straight and smooth. They should be tucked in well at the foot of the bed. The top sheet should be turned down over the bedding.
5. If a spread is used, it should lie smoothly and be long enough to tuck in at the foot. It should also cover the bedding at the head of the bed. It should be wide enough to hang down on the sides, covering

all of the bedding. The purposes of the spread are to protect the bedding, give the bed a neat appearance, and furnish a means of decorating the room. Bedspreads are more easily laundered than comforts, quilts, and blankets.

6. Pillows should be well shaken up and "fluffed," then placed neatly at the head of the bed. If the spread is long enough, it can aslo be pulled up over the pillows to protect them.

Clean bedding is essential to health, comfort, and happiness. It absorbs the impurities and odors of the body at night and should be laundered frequently. This is especially true of the sheets and pillowcases, which come in direct contact with the body. If these articles are large enough to cover the other bedding and are laundered once a week, it will not be necessary to launder quilts, comforts, and blankets so frequently. Does your state regulate the length of sheets to be used in hotels? What is the length of sheet required by law? Why is this regulation made?

How can you keep your room in order? You wish to be helpful to mother, to be at school on time, and to have a part of each day for play and pleasure with your friends. One of the ways of accomplishing these ends is to keep your room in order so that you will not have to waste time hunting for things. Putting things in their proper places is one of the very best ways of saving time for important tasks and pleasures.

One way of keeping your room in order is to have on the dresser only the articles which you find to be useful. Pictures and bric-a-brac on a dresser take up room and make more things to be dusted or give an untidy appearance. What things do you think are necessary on the top of the dresser? What toilet articles are better kept in the dresser drawer? Why?

Perhaps the greatest waste of time comes from hunting for articles of clothing in dresser drawers and closets. Clothing not in use should always be hung up. When it is thus cared for, it is easily found and does not become soiled or wrinkled as quickly. What clothing can best be kept in dresser drawers? Make a plan of your dresser drawers showing how you can keep them in order. Do the same for the closet space which you have, so that your clothing can be hung up neatly. Where will you hang garments which are not worn often? Plan ways of taking care of your shoes so that they will not be on the floor. Should your nightgown be folded up and placed under the pillow when you make your bed? Why?

What care should be given tools used in cleaning? You have been considering the arrangement of your closet and dresser drawers to save time and energy. The same principles apply to the tools used in cleaning. There should be a convenient place to keep dust cloths, mops, brooms, and brushes. A

small closet with hooks and shelves is very desirable. Brooms, mops, and brushes should be turned upside down if left on the floor. Why? Does your house have an upstairs? Would it save time and labor to have a place for cleaning tools upstairs? Do long-handled tools save labor? How? Make a list of such tools which you think convenient for every housewife to have.

How will you clean your room weekly? The weekly cleaning of your room will be very easy if you have kept it in order daily. When will you plan to do this? Any piece of work is accomplished more quickly if there is a plan of procedure. In cleaning your room there are a number of things which have to be done. Better results are obtained if some of these are performed before others. For example, if you change the bed linen the first thing, then the dust and lint from shaking the bedding is on the floor before it has been cleaned.

There are several ways of cleaning a room. One plan is given below. After you have tried this you may want to make some changes. Each time you clean your room you should try to devise means of doing it better and quicker. How will you dress when you are cleaning your room? Why?

1. Have all of the tools which you will need in cleaning your room close at hand so that you do not

need to waste time going after them. A good workman never hunts for his tools.

2. Air the bed well, turn the mattress and spread the bedding out so that each piece will have sunshine as well as air. Change the sheets and pillowcases.
3. Put everything in order in the room. Hang up all clothing.
4. Clean the rug with a broom, carpet sweeper, or vacuum cleaner. If there are small rugs in the room, they can be cleaned in this manner and put out of doors in the air.

Do you know how to sweep with a broom? It is important that this be done so that the dust is not thrown into the air. Sweeping should always be with the draft that is in the room. Do you know ways of keeping the dust from rising when you are sweeping? Some housekeepers dampen the broom, use wet paper, or wet cornmeal. What disadvantages do you see in these methods? What precautions would you have to take? In cleaning a bare floor, an oil mop or a broom covered with a soft oiled cloth such as outing flannel will help to prevent the dust from rising.

How can you help to keep the bathroom clean and in order? The bathroom presents one of the most difficult problems in keeping the house clean. It is the one room which every member of the family uses. Unless each person does his share in keeping it presentable, it is almost a hopeless task to try to

keep this room orderly and clean. If the bathtub and lavatory are cleansed every time after they are used the rest of the work is comparatively easy. Cleaning cloths, brushes, and powder should be close at hand

WHICH IS THE BETTER METHOD OF CLEANING A RUG?

for this purpose. A long-handled brush is quite necessary for cleaning the toilet. Should these things ever be used for cleaning in any other part of the house? Why?

The finish of the bathroom walls and floor is important in keeping the room in a sanitary condition.

This should be waterproof, since it must be washed often with soap and water. Waterproof varnish, paint, or enamel are good finishes for a bathroom. The floor should be wiped up almost every day, since there is so much water splashed about. What objections are there to a tile floor in the bathroom? Suggest other wall and floor covers which will meet the sanitary requirements.

Why is it so very essential to keep the bathroom clean? The bathtub, lavatory, and toilet are used for the purpose of removing and carrying away dirt and waste from the body. The surfaces of these pieces of equipment have many bacteria upon them, some of which may cause disease. They should, therefore, be kept so clean that there is no possible chance for bacteria to collect.

Every member of the family should have his or her own personal towel, wash-cloth, drinking cup, and toothbrush. Why is this necessary? There should also be a definite place in the bathroom for each person to keep these things. Who should be responsible for seeing that they are replaced properly after use? Have boys and girls formed the right habit of cleanliness if they wipe their hands or face upon a towel before they are thoroughly clean? How would you proceed to change this habit to one which is more desirable?

One of the important things to consider in caring

for the bathroom is the kind of cleaning powder to use. The lavatory, bathtub, and toilet are usually of enamel. A coarse cleaning powder will scratch these surfaces. This will make the enamel soon become

AN ORDERLY, WELL-KEPT BATHROOM

rough and very hard to keep clean. These scratches are also excellent places for bacteria to collect and grow.

The very fine powders do not scratch the enamel. These may clog up the drain pipes, however, unless plenty of water is used after the cleaning process.

Thin, chiplike powders are better than fine ones for this purpose. They dissolve easily in water and do not scratch. Whatever powder is used, it is quite necessary that plenty of water be flushed through the drain pipes afterward.

Do you know of any housewives who like to use kerosene to clean the bath fixtures? What are the objections to its use? Why is it necessary to use hot, soapy water after cleaning with kerosene? Give other cleansing agents which you know to be successful. Would any of them harm the enamel surface of the bathroom fixtures? Should you ever throw matches, hair, or coarse paper in the lavatory, bathtub, or toilet? Why?

What is your share in keeping the other rooms of the house clean and in order? If a home is to be orderly and clean there is work which must be done every day to accomplish this end. What can you do to help keep the kitchen in order? the living-room? Do the methods used in cleaning these rooms differ fundamentally from those already discussed? Make a list of the work for which you think that you can daily assume the responsibility. The success of a home depends upon the contribution each member of the family is willing to make in sharing the necessary work. Do you ever do anything about your home without being asked? Do you plan to do things for mother so that she can have some time for recreation?

If you have certain duties to perform in your home, do you have to be reminded of them every day or do you do them without being told? Do you do your work cheerfully and well? If you are unpleasant and careless in doing your work, how does it affect your happiness? The happiness of other members of the family? Is this one phase of your health? What have you learned about habit-formation which will help you at this point? How?

The kitchen should be the cleanest room in the house. Why? If the kitchen is kept clean and in order daily, then the weekly cleaning is not as difficult. The cupboards should be put in order and the icebox and stove should be thoroughly cleaned once a week in addition to the daily care. Why is it important to keep the refrigerator clean? The drain pipe and ice chamber are perhaps the most difficult parts to keep in sanitary condition. These should be cleaned thoroughly each week, after which hot soda water should be poured through the drain pipe. Foods which are spilled in the refrigerator and which are not immediately wiped up, or foods which are allowed to spoil, taint other good foods, thus causing a waste of materials.

In the care and cleaning of the home the following items are very important:

1. Each room should be given careful daily care.

2. Each room should be given an effective and thorough weekly cleaning.
3. Space should be provided for outdoor clothing, for soiled clothing, and for the books, magazines, and personal effects of each member of the family.
4. A place should be provided for all equipment and supplies used in cleaning.
5. The various rooms should be arranged in an orderly way so that those things most frequently used are near at hand. This saves steps.
6. All persons doing cleaning should have some knowledge of the most up-to-date methods and of the most effective uses of the various tools and cleansing agents. In general, it is wise to be very careful in the use of these agents. Too frequently they do more damage than good to the article cleaned. This is especially true of furniture polishes and compounds used for bathroom fixtures.

What conveniences can you have in your home to save time and labor? The purpose of the modern labor-saving devices is to make work easier and the results more sanitary. How do the carpet sweepers and the vacuum cleaners make cleaning more sanitary than the old way of sweeping with a broom? How is the oil dust-cloth more sanitary than the feather duster? How does the modern washing machine make washing more sanitary than rubbing on the board? What are some of the labor-saving devices for wringing clothes, ironing, and washing dishes? Some housewives take the attitude that this

equipment requires as much labor as the old-fashioned way of doing housework. Is the work of caring for this equipment drudgery, such as scrubbing on the washboard? Are the results better with the labor-saving devices or the old way?

A BUILT-IN CUPBOARD FOR THE STORAGE OF CLEANING DEVICES

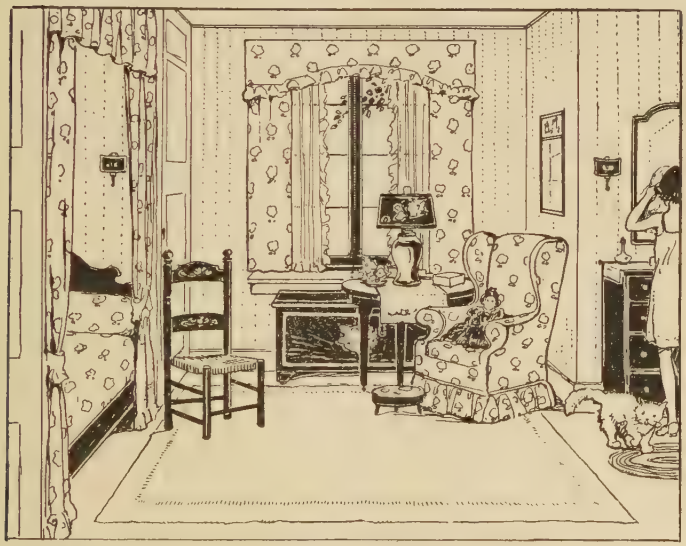
What built-in conveniences would you like in your home to save time and labor? Is a built-in ironing board a convenience? What cupboards and closets would you like to have beside those usually found in a home? Does it save time and labor to have the

bathtub flat upon the floor without legs? How? If tables, sinks, and kitchen cabinets are the right height, are working time and energy saved? Is a high stool in the kitchen a convenience? Is a small table on rollers helpful in the kitchen? How can it be used to save steps? Name other labor-saving devices and conveniences which you would like to have in your home. You can secure catalogues describing all of the kinds of modern labor-saving devices for the home by consulting your local dealers or writing direct to the manufacturers.

How can you make your own room more attractive? Comfortable, clean, and attractive surroundings are essential to real happiness and success. A room which lacks order and cleanliness is very annoying. Living in such a room day after day tends to give the occupant a pessimistic and "don't care" attitude toward his work and play. Under such conditions one may develop the habit of doing his work in a careless, haphazard manner. Leaving a clean and attractive room in the morning starts one on the labors of the day happy and hopeful for a full measure of success.

The first requisite of an attractive room is cleanliness and orderliness. The second is a few simple pieces of furniture which will serve the purpose of the room and meet the needs of the occupant. For your own room a bed, a dresser, and a place for hanging

clothes are quite necessary. Comfortable chairs, simple draperies, and rugs will make the room more livable. The harmonious arrangement of this furniture, the selection of draperies and rugs in a good



A COMFORTABLE AND ATTRACTIVE BEDROOM

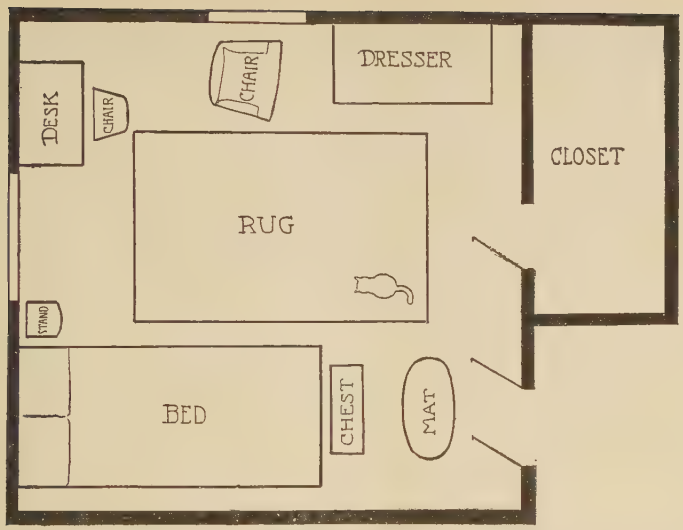
color scheme, and the hanging of the pictures artistically will add much to the attractiveness of your room.

Is the furniture in your room arranged to the best advantage? The first thing to consider in arranging the furniture in a room is convenience. Every piece

of furniture should be so placed that it serves its purpose to the best advantage and saves the maximum of time and steps. Furniture should also have an artistic and orderly arrangement. This can be combined with convenience. A poor arrangement of furniture gives the room a cluttered-up appearance, which is as bad as that of leaving clothing scattered about. Furniture is best arranged when it conforms to the lines of the room. This means that the edges of the furniture and rugs should be parallel with the walls of the room. This creates a harmonious appearance and gives the feeling of unity.

In placing the furniture in the bedroom there are two pieces which must receive important consideration. First, the bed must be so placed that it has the maximum of air without a direct draft. Also, the light must not be in the face of the sleeper. Second, the mirror should be placed so that the light is on the individual and not on the mirror. Other pieces of furniture can be arranged in the remaining space as seems best to meet personal needs and convenience.

Do you need new furniture for your room? If your present furniture is acceptable and serves the purpose, should it be discarded for new which may be bought at the sacrifice of food, necessary clothing, or education of the children? Why? Is it best to buy one or two good pieces of furniture each year or several cheap ones? Why?



WHICH OF THESE ROOM ARRANGEMENTS DO YOU CONSIDER THE BETTER?

If you use your bedroom for a study, what additional furniture will you need? Will you need a waste-paper basket? What kind of a lamp do you like for studying? The lamp should be so placed that the light does not shine into your face and does not cast a shadow on your work. The best results are obtained when the light comes over the left shoulder.

After the furniture has been located, the next consideration is the placing of pictures and other decorations. The same art principles apply to the hanging of pictures as to the arrangement of furniture: namely, an orderly arrangement which gives a feeling of unity. Have you ever seen pictures hung in "stair steps"? Did you like them? Pictures arranged in unusual groupings not conforming to the lines of the room give the room a disorderly, untidy appearance. There are certain rules* to follow in hanging pictures which will guide you in placing the pictures in your own room.

1. Hang pictures on the eye level so that they are easy to look at. Does it not seem foolish to hang a picture up near the ceiling so that one has to crane one's neck to see it?
2. Two straight wires should be used to hang a picture instead of one wire which makes a V-shaped angle on top of the picture.

*Adapted from TRILLING, MABEL B., and WILLIAMS, FLORENCE. *A Girl's Problems in Home Economics*, p. 265, by courtesy of the J. B. Lippincott Company, publishers.

3. Avoid queer arrangements of pictures, such as "stair steps." It is advisable to avoid hanging two or more small pictures that are exactly the same shape near together, because the general effect is apt to be monotonous.
4. When hanging pictures near to each other it is generally a good rule to have the centers of the pictures on the same level. This is a better arrangement than to have all the tops of the pictures or all the bottoms on a straight line.
5. Choose the best-shaped wall space possible for a picture. For example, the space between two windows is better suited for a picture that is nearly square than for a long, narrow picture.
6. Pictures should be hung so that they are flat against the wall and not so that the top tilts out from the wall.

How will you select the wall finish for your room? One of the first things to consider in finishing the walls of a room is color. If your room is very light and has a great deal of sunshine, you can subdue this and make it seem less glaring by the choice of color. The blues and greens will tone down the light. Likewise, a dark room can be made to appear bright and warm. The yellows, oranges, reds, and pinks give brightness and warmth. These colors should not be used in their intensity, but soft shades should be chosen. What colors are suited to your room?

In choosing the design for wallpaper, it must be remembered that walls are flat, solid structures.

They are for the purpose of holding the house together. The design of the paper should not make the walls seem less like walls. Paper should give a flat solid appearance. Whatever the finish of the walls, it is the background for the furniture and pictures in the room. Does paper with birds, flowers, and landscape detract from the flatness and solidity of a wall? Is such paper a good background for furniture and pictures? Perhaps you can secure a wallpaper sample book from the paperhanger in your town and select paper for various types of rooms. What effect does striped wallpaper have on a room? Paper of very large design? How can you increase or decrease the apparent height of a room?

Sometimes walls are painted instead of papered. What rooms may well be painted? Why? Is a shiny or flat paint most desirable? Why? Which is more easily cleaned, wallpaper or paint? How may wallpaper be cleaned? How do quality and design affect the cleaning of paper? What paints can be cleaned? What are some of the ways of cleaning paint?

How will you select the curtains for your room? The curtains and rugs furnish the opportunity to give color and character to your room. These cannot be selected without taking into consideration the general color scheme. They should harmonize with the walls and furniture. The same principle of design applies to curtains as to wallpaper. Pictured birds,

flowers, and fruits are not in good taste. Figured curtains do not go well with figured wallpaper. A plain curtain repeating the color in the wallpaper which you wish to emphasize is in better taste. If the walls are plain in color, a figured curtain may be used. The background of the curtain material should harmonize with the color of the walls. A room having light walls and a white bedspread may have white curtains.

Some of the materials used for curtains are net, cretonne, scrim, marquisette, dotted swiss, dimity, lawn, theatrical gauze, and casement cloth. How many of these do you recognize? Do you know the meaning of "sunfast"? Ask your teacher to help you get samples of these materials. Learn to recognize as many of them as possible.

Do you need new curtains for your room? Perhaps mother will let you select and make them. How will you choose the color? What material will you use? How will you find the amount needed? The thin materials are best for curtains, for they are dainty, let in the air, and are easily laundered. Are colors in curtains durable? Why? How do faded curtains detract from the attractiveness of a room? If you cannot afford to buy the "sunfast" color materials for your curtains, it is best to use plain white, if the color scheme of your room will permit. You can have color by the use of cushions, vases, dresser pieces,

and dresser covers where the sun does not affect them.

How will you select the rug for your room? The purpose of a rug is to make your room more attractive and comfortable. It gives a feeling of warmth and softness to the floor. The floor is the foundation of a room. It is a flat, solid surface on which you feel that you can walk in safety. A rug which does not give you this feeling is not artistic. Do rugs having picture designs of animals, flowers, and landscapes give this feeling? The best rugs do not have designs of this kind. They have inconspicuous patterns which make the floor seem what it is, a solid surface.

The color of the rug is also important. Rugs that are lighter than the walls of a room seem to come up to meet you. This takes away from the feeling of solidity in the floor. The color of a rug likewise gives the room a feeling of warmth or coldness. It should harmonize with that of the furniture and walls. What colors would you choose for a rug in a bright, sunny room? In a dark room?

If you are selecting a rug for your room, you must know the size of the room. A rug should have a bare floor margin of fifteen or eighteen inches around it. You will also want to consider the kind of material, the color scheme, and the cost. The material must have weight enough to lie flat and smooth on the floor. It must also be easily cleaned. What are the

advantages of having small rugs in a bedroom? Which size do you prefer? Why?

The materials used in making rugs are wool, silk, cotton, linen, grass, jute, hemp, rubber, and cork. The textile rugs are soft and usually have a pile. They are woven or tied. The grass, jute, and hemp rugs are coarse in texture and very open. The linoleum and cork rugs are flat, smooth surfaces. They do not give the feeling of warmth and comfort. Which of these types of rugs are suited to bedroom use? To porches, kitchens, and bathrooms? How are these rugs cleaned? Are they durable? What materials are used in hooked, braided, crocheted, and knitted rugs? Where should these rugs be used? What are some of their advantages and disadvantages? Would you like to have them in your room?

There are four different kinds of rugs. These can be distinguished by the way in which they are made.

Oriental rugs are hand-made of wool or silk or of a combination of these threads with linen. The pile is tied in so that it cannot be pulled out. In the very fine rugs there are hundreds of these knots in a square inch. Such rugs are very durable and often very beautiful. They are also so expensive that few people can afford to have them.

Brussels rugs are woven so that small loops of yarn cover the surface. These rugs are plain and flat, having little or no pile.

The **Wilton** rugs are woven the same as the Brussels, except that the loops of thread are cut off and stand up, thus giving a pile surface. Do you like to walk on a rug with a heavy pile? Why? The cheap rugs have a thin pile, while the more expensive ones have a heavy pile. Are these rugs harder to clean than the Brussels? Why?

The cheaper rugs in both the Brussels and the Wilton are woven thin and the pattern printed on after the rug is made. The better rugs have a heavy pile with the colors woven in. Which kind of rug do you consider more durable? Why?

The **Axminster** rug is somewhat like a Wilton. It has a long uneven pile, which is knotted in by machinery. Many of the cheaper rugs are of this type and are not very durable, because the nap comes out easily in cleaning.

How will you choose the bedding for your room? The covering for your bed is one of the important factors in making your room attractive. Here is an opportunity for a spot of harmonizing color. The purpose of the bedspread is twofold. It protects the other bedding and has decorative values. It should be made of material which is heavy enough so that it will not wrinkle or soil quickly. It should launder easily. The color should harmonize with other things in the room. Do you like a white bedspread? Why? A white spread is like white curtains. There

are rooms in which it is very suitable. Spreads with color make the beds less conspicuous in rooms where the walls, furniture, and rugs are in the darker shades.

There are many trade names for the materials used in bedspreads. Name several of them. Of those you know, which do you consider most suitable? Do you like the unbleached muslin spread which is embroidered? Are spreads of dimity and dotted swiss satisfactory? Why?

The mattress and pillows are the foundation of a comfortable bed. The springs should be strong enough to hold the mattress straight and flat. Have you ever slept on a bed where the springs sagged in the middle? Was it comfortable? How did you feel the next morning? How might sleeping in a bed of this kind over a long period of time affect your health? It is better for your health and comfort to have a good spring and mattress for your bed. In order to afford these, you can economize on other furniture which does not have such a direct bearing on your health.

Mattresses are made of cotton, wool, straw, hair, kapok, and feathers. Wool or cotton-felt mattresses, when well-made, are the most satisfactory. Most of the other materials mentioned mat together and become bumpy after they have been used for a time.

Feathers make the best pillows. Cut silk is sometimes used. The feathers should be duck or goose,

since they are very light and fluffy. Chicken feathers are very heavy and mat together. Pillows are sometimes made of kapok and cotton. Would they be comfortable? Why?

The purpose of sheets and pillowcases is to protect the other bedding. They should therefore be large enough to cover the pillows and mattress and to allow plenty of material for tucking in. Since sheets and pillowcases must be laundered frequently, they should be of firm, durable material and without color. Why? What are the advantages and disadvantages of buying sheets and pillowcases ready-made? Ask mother which she likes best, and why.

The purpose of bedding other than sheets is warmth. Which are warmer, wool blankets or cotton quilts? When you studied wool materials you found that wool was elastic and stayed apart, making many small air spaces. For this reason wool is said to be a poor conductor of heat. Why are wool blankets made fluffy? Which is the more satisfactory to launder, a pure wool blanket, or one made of part wool and part cotton? Why? Which is warmer? Why? Which is the more expensive?

How are comforts made? What material is used inside? Have you ever heard of a feather comfort? Would it be warm? Why? Comforts filled with cotton mat down and become heavy. Are they as warm as when they were light and fluffy? Why? A comfort

to be satisfactory should be tied close enough together so that the filling cannot become separated and slip about in the cover.

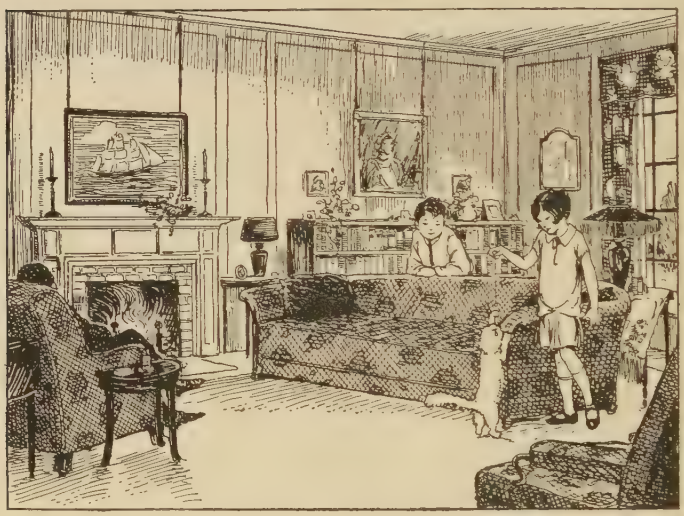
Quilts are made the same as comforts with a small amount of filling. They may serve the purpose of a bedspread, since they are not so heavy to launder as comforts. Have you ever seen any pieced quilts? They belong to the same period as the rag rugs. A pieced quilt may be a work of art and very attractive in color scheme and design. If you have any old pieced quilts or rag rugs, your teacher and other members of the class will be much interested in seeing them.

Which are more easily laundered, blankets or comforts? Ask mother which she prefers, comforts or blankets, for the bed. What are the reasons for her preference?

What is your responsibility in helping to make the other rooms of the house attractive? The living-room is the center of the home. Make a list of the things which the members of the family may do in the living-room. What provision can you make in your living-room for each one of these activities? Why should the likes and dislikes of the members of the family be considered in making a living-room attractive? This room should be the most comfortable, cheerful, restful, and beautiful room in the house. It is the place where the family meets to live

together. Each member should feel at home and happy in this room.

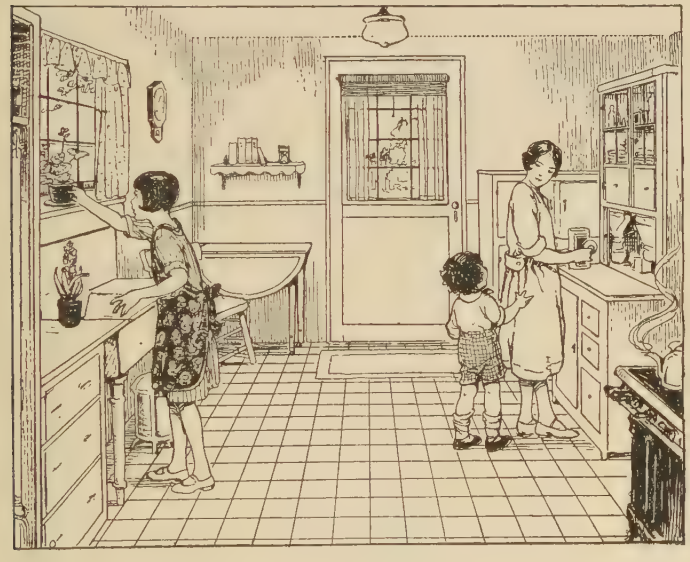
The principles of art applied to your room in furniture arrangement, wall decorations, floor coverings,



A COMFORTABLE AND ATTRACTIVE LIVING-ROOM

pictures, curtains, and draperies apply to all other rooms of your home. If your living-room is dark, how can you treat the walls to make the room lighter? If the room is very light, how can you subdue this and make it darker? What kind of walls would you tire of most quickly? What kind of floors do you like in a living-room? Why are rugs preferable to

carpets? What kind of rugs do you like? Chairs? What do you think of pictures of the family in the living-room? Do you care for bric-a-brac and many pieces of fancy work? Why? Is furniture arranged



AN ATTRACTIVE KITCHEN

across corners and placed in unusual positions in good taste? Why? Make a list of the furniture which you think necessary to make a comfortable, attractive living-room.

The kitchen is the one room in the house where convenience and usefulness is the keynote to the

arrangement of the furniture. This is the shop of the home. Every piece of furniture, all tools and utensils should be located for the purpose of saving steps. What should be the relationship of the placement of the stove, work table, sink, and cupboards? The arrangement of tools and utensils in the cupboards is also important in saving time and energy. Study your kitchen to see if you cannot help mother to rearrange it so as to save her time and steps. What type of finish would you like on the kitchen floor, the walls, the woodwork? Why?

What is the installment plan of buying? What do you think of buying furniture on the installment plan? What is the principle underlying buying on deferred payments? Does it cost more than if you paid cash? What items must you pay for beside the furniture? In many cases people make their payments for a few weeks and then the furniture must be taken back because of their failure to continue them. The furniture is no longer new and must be sold as used furniture. The company cannot afford to meet this loss. Who must pay for it? Do the people who make a few payments ever get their money back? Is this poor business management on the part of the buyer? Many families buy such pieces of furniture as radios, victrolas, pianos, and often rugs on the installment plan. Are these necessities? Sometimes people must buy the essentials of life on the install-

ment plan, but it is poor business management to buy luxuries by this method.

What every pupil should be able to do. Every pupil who has studied Unit III should show growth in ability:

1. To appreciate the problems involved in keeping a home clean and in order.
2. To keep her own room clean and in order.
3. To know the processes involved in cleaning.
4. To use and care for the tools necessary in keeping the home clean.
5. To keep the bathroom clean.
6. To help mother keep all rooms of the home clean.
7. To know the principles underlying the attractive furnishing of a room.
8. To arrange her own room and make it attractive.
9. To help mother rearrange other rooms in the house in order to make them more comfortable and attractive.
10. To help mother arrange the kitchen so that she can save time and energy.
11. To appreciate what it means to buy household furnishings on the installment plan.

QUESTIONS AND PROBLEMS

1. What do you think of using a soap or cleaning powder that is hard on the hands? Is it likely to be hard on furniture, fixtures, and floors?

2. Make a list of the labor-saving devices for the home. Which ones do you consider most advisable? Why?

What are the advantages in the use of the vacuum cleaner?

3. How is sending the laundry out and doing the ironing at home a saving for mother? Is having laundry done away from home always an economy? Why? What extra work may it cause?

4. What are the advantages and disadvantages of paint for a kitchen or bathroom floor?

5. Can the furniture in a living-room be too formal in arrangement? What is the effect upon your enjoyment of the room?

6. Is there any objection to carving which is glued on furniture? How is it different from real carving? Which has the better wearing qualities? Why?

7. Is a chair beautiful if it is uncomfortable to sit in? Why?

8. If you were moving into an apartment, would you buy heavy, overstuffed furniture? Why?

9. In your opinion, what constitutes a beautiful rug? Are all expensive rugs beautiful? Is it economy to buy good rugs?

10. Where do oriental rugs come from? How are they made and used by the people who make them?

11. If you were furnishing a living-room, what elements in the room would you want to harmonize in color?

12. Is good furniture or good home spirit more important to happiness? Discuss.

13. Are there laws regulating the amount of room in which a family may live?

14. Are there laws regulating the kind of buildings which may be used for homes? Are there laws regulating the amount of light, the ventilation, and the sanitary conditions of rooms and homes?

15. What laws relative to housing does your state have?

LABORATORY EXPERIMENTS

1. Whenever the laboratory organization contains an apartment or cottage unit, let the girls clean properly the various rooms. This should involve a demonstration of all of the processes, including bed-making.

2. Have each girl care for her room at home for a time, and secure a report from both the girl and her mother.

3. Secure from local stores samples of the various labor-saving devices for the home and demonstrate their uses.

4. Have each girl plan the rearrangement of her own room. Does she *want* any new furniture to make her room attractive? Try to have her distinguish between wants and needs.

5. Let each girl draw the plan of her own room and rearrange the furniture.

6. Let each girl make a plan of the living-room in her own home and rearrange the furniture.

7. Let each girl decide upon the type of home which she would like to have. Let her make posters or keep a note-book illustrating the type of furnishings which she prefers to have in each room.

8. Let the girls make an investigation of the advantages and disadvantages of buying on the installment plan. Secure as much evidence as possible from local stores.

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UNIT IV

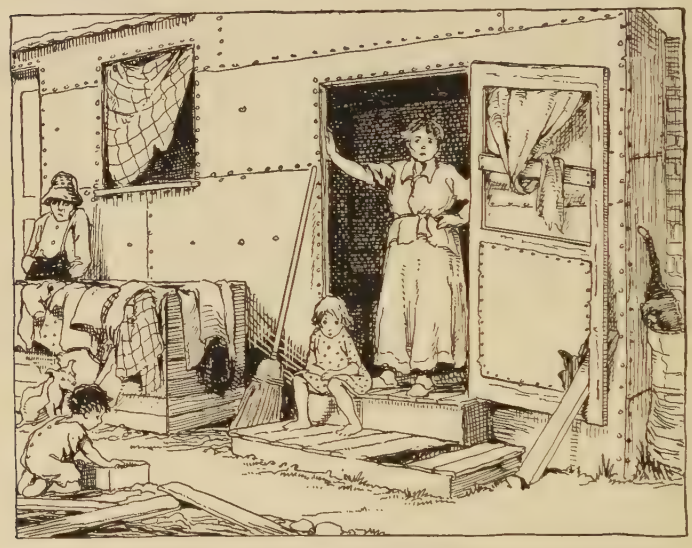
WHAT MUST YOU KNOW IN ORDER TO HELP WITH THE CARE OF YOUNGER CHILDREN IN YOUR HOME?

Can you answer these questions:

1. What are the rights of childhood?
2. What agencies in your community are working in the interest of children?
3. How can you help children become healthy and happy?
4. How can you help children form the right health habits?
5. How can you help mother bathe and dress the baby?
6. What food is necessary for a baby?
7. What clothing is necessary for a baby?
8. What are the types of stories and games which are best for children?
9. What kinds of toys are good for them?

What has every child a right to expect from his environment? The baby in a home is what really makes a house a home. The true purpose of a home is to rear little babies to useful manhood and womanhood. A home without children is never quite a

home in the truest sense of the word. Every child that is born has a right to certain very important things. One of these is health, another is training in right habits of living. Not all parents know how to



THIS IS A FORMER CHICKEN COOP IN WHICH EIGHT CHILDREN ARE BEING REARED

care properly for their children. Sometimes they are too poor to care for them and sometimes it is a case of ignorance. In the United States fifteen and one-third per cent of all children born during the year 1923 died before they reached their first birthday. Give several reasons for this condition. Conditions

of this kind have caused the organization of various child-welfare societies for the purpose of giving parents help in the care and protection of their children. What are the purposes of the Children's

WHY IS THIS A DESIRABLE ENVIRONMENT FOR A CHILD?

Bureau at Washington, the American Child Health Association, and free milk stations? Does your state have a child-welfare organization? The purpose of the school health clinic, the school nurse, and the city and county health clinics is to help parents keep their children in good health.

The environments shown in the foregoing illustrations are entirely different. How do the surroundings in which children are reared affect them? Which of these environments would you prefer for a child under your care? Why?

Do you know of other agencies that are working to help parents rear their children? If there is a child-health clinic in your city where mothers can take their babies for help, ask your teacher to take you to visit it.

Every child has a right to good health; proper food; shelter and clothing; education; love, care, and protection of parents; happiness; plenty of exercise and fresh air; and an opportunity to develop to the best of his ability. Parents, the state, the church, and the various child-welfare organizations are all working together to the end that the child may have all of these things. Is being a parent the biggest job on earth? Why?

One schoolgirl has made the posters on the following page to represent the rights of childhood. Is any factor omitted? Could you make a chart giving a better picture of these ideas?

How can you help children to be healthy and happy? A very common idea of health is that of freedom from disease. Many people think that because they are not sick in bed they are healthy. Health should be thought of as a condition of the

body that makes possible the highest enjoyment and service in life. "Health for health's sake" has little meaning. But health for the sake of a sound body, mind, and spirit which manifests itself through joy

in play, satisfaction in work, and service to others is of greatest significance. Health has been defined* as "the quality of life that renders the individual fit to live most and serve best." Such a broad idea of health sees the individual as a unit. His emotional,

*Williams, Jesse F., *Personal Hygiene Applied*, p. 18. W. B. Saunders Company.

mental, and spiritual health are quite as important as his physical. It means that one must want to keep himself at the highest health level possible and not be satisfied with just keeping himself able to walk about. Do you know people who seem to just "drag" about from day to day? Do you consider them healthy? Why? How are they harming themselves and others? How is such a person a disadvantage to a community?

It has been said that the foundation of a lifetime of health is made in the first three years of life. Mother carries a very great responsibility in these years. She wants above all other things that her children shall be healthy, happy individuals who will grow up to be of service to the world.

The people who get the most out of life and who give the most to life are those who have formed the right habits of living. They eat the right food, they wear proper clothing, they live in comfortable surroundings, they think good, clean thoughts, they do not become unduly excited or angry, they believe in working for the highest and best things in life, and they play as well as work.

When mother tries to have you eat the right food, wear proper clothing, play in the sunshine, and sleep the right length of time, she is trying to help you to be a healthy, happy girl, so that you may grow to be a healthy, happy adult. Mother talks with you

about getting angry or excited and choosing desirable or worthy companions with whom to play. Again she is trying to help you to have good health and a happy life. Mother cannot make you healthy and happy by just talking to you about these things and telling you what to do. You must want to do all of these things yourself and you must actually do them so frequently that they become habits. The forming of right habits of living in childhood is called *child training*. How will your knowledge of how habits are formed aid you to help mother in training the younger children in your home?

How can you appreciate mother's problem in teaching the children regular habits? How are such habits as obedience, unselfishness, self-control, co-operation, and truthfulness taught? Review the discussion of habit-formation in Unit I. Are children usually obedient who are scolded and nagged? Why? Should children ever be frightened into obedience? What is the harm in telling a child that "the bears will get you if you don't mind"? What do you think of telling children stories of this kind? Does the child soon learn that you are not telling him the truth? How will this affect his confidence in you? Why is it a bad practice to tease children? What effect does it have upon them? Give an example in detail of how you would try to teach a child to be unselfish. Suppose a child three years old is tearing the

leaves in a book. How will you teach him that it is wrong? Will you slap his hands and scold him or will you try to transfer his interest to some other activity? Are there times when a child should be punished? When? Notice how various parents handle their children. Note some specific cases and study them carefully. Are these parents training their children to want to be obedient because it is right? Are they antagonizing them? Are they frightening them into obedience by stories of punishment? Which method do you think best? Why? Which method requires the most patience and time? Suggest ways of preventing children from quarreling.

Make a list of some of the bad habits which are often built up by children at an early age. Who is responsible for the formation of such habits? Who suffers most from them in later life? How could these habits have been avoided? Can you make a poster representing these bad habits changed to good ones?

What daily habits can a child aged two to six be taught? Can he be trained to care for his teeth, nails, and hair; to dress himself; to eat slowly; and to chew his food well? How can you teach children to like wholesome foods? How can you break the habits of those who are finical? Is it a good thing to talk about the likes and dislikes of food before children? Why? Should children of this age have naps during the day? Why?

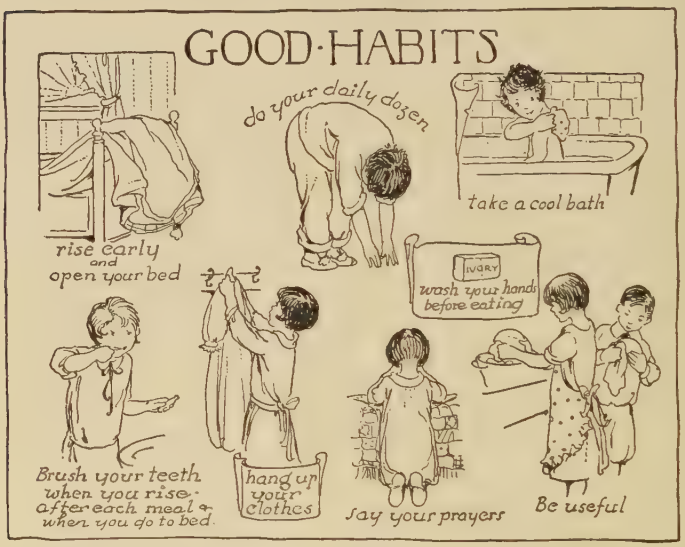
How would you teach a child to be courteous, to have good manners? Again read the discussion of habit-formation in Unit I. Make a list of the courtesies and manners which you think a six-year-old child should have. How will you teach them to him?

A schoolgirl made the poster on the next page representing some of the worth while daily habits of children. Can you make similar posters showing others?

How can you help mother bathe the baby? If you have a baby in your home, you have seen mother bathe it many times. She is very careful to have things which she needs at hand so that she can do it quickly without making the baby tired and cross.

The baby should have a daily bath, preferably in the morning, about an hour before feeding. The room should be comfortably warm and free from cool drafts. The water should be warm. Have you ever seen mother put her elbow in the baby's bath water to test it? Why did she not test the water with the hand? A small portable bathtub or large pan is ordinarily used. Near at hand must be two washcloths, two soft towels, some pure castile soap, absorbent cotton, vaseline, and talcum powder, and some absorbent cotton rolled on toothpicks to clean the baby's nose. The clean clothes for the baby should be within reach. The dress and petticoats should be drawn together and ready to slip on. Why not put these garments on one at a time?

Mother usually places a soft bath towel over her lap. She undresses the baby and attends first to its nose, eyes, mouth, ears, and scalp. The body is cleansed with warm water; castile soap and a soft


GOOD·HABITS
rise early and open your bed
do your daily dozen
take a cool bath
IVORY
wash your hands before eating
Brush your teeth when you rise, after each meal & when you go to bed
hang up your clothes
say your prayers
Be useful

washcloth are used. The baby is then placed in the tub and the soap gently washed off. Very young babies must have their backs supported. Mother puts her left hand under the baby's back and uses the right hand to wash off the soap. The baby is lifted back to mother's lap and dried quickly with a soft towel. It is very important to have the body thor-

oughly dry or some irritation may result. The next step is to powder the baby's body. Care must be taken not to use too much powder as it may irritate the skin and do more harm than good. The baby is now ready for its clothing, which should be slipped on as quickly and as easily as possible. The clothing should always be so made that it can be put on readily over the feet. This does not make the baby as uncomfortable and cross as it does to have clothing put on over the head.

1. *How to care for the baby's eyes.* Until a baby is two months old its eyes should be washed every day with a solution of boric acid. This is done with a small bit of absorbent cotton dipped in the boric acid solution. A different piece of cotton should be used for each eye. It is best to make a fresh solution of the acid every day or two. This is done by putting a tablespoonful of boric acid crystals into a clean eight-ounce bottle and filling it three-fourths full of hot water. Shake the bottle energetically for a few minutes. The solution is ready for use when it has cooled.

2. *How to care for the baby's nose and ears.* The nose is cleaned by twisting bits of absorbent cotton on the end of a toothpick. Never touch the ears except on the outside. The wax in the ear should not be meddled with.

3. *How to care for baby's mouth.* It is not necessary to wash the baby's mouth. It is almost impossible to do this without some kind of irritation. It is therefore better to let it alone. Give the baby water in a spoon or bottle. This will wash its mouth sufficiently. The teeth should be brushed as soon as they appear.

4. *How to care for the baby's skin.* The baby's skin is very delicate and it is therefore necessary to avoid irritation by keeping it clean and dry. If the skin seems to be hard or scaly, it should be rubbed gently with olive oil. Babies quite frequently have a rash, but this is usually not serious. It is very often caused by clothing that is too warm for it. Rash may also be produced by washing the baby's clothing with an alkaline soap and then not rinsing it thoroughly. For this reason, the clothing which is next to the baby's body should always be rinsed well.

5. *How to care for the baby's nails.* The finger and toe nails should be cut frequently and kept clean with an orange-wood stick. Long nails are dangerous, since the baby may scratch himself, causing an infection.

6. *How to care for baby's scalp.* The baby's head should be washed with soap and water when the bath is given. If there is a tendency for the scalp

to be scaly, olive oil should be rubbed on just before bedtime. The head should then be bathed as usual the next morning. If the olive oil is used two or three times a week, it will keep the scalp in good

THE BABY'S MORNING BATH

condition. A fine comb should never be used except in extreme cases of scale, and then only with very great deal of care. A doctor should be consulted for such cases.

Look at the mother in the above illustration. She is giving her baby a bath. Does she have all of the

necessary articles? Can you suggest an arrangement of the other articles which you think would be better. Would her work be easier if the tub were higher? Why?

Who bathes the baby in your home? What can you do to help mother give the baby a bath? How do you test the temperature of the baby's bath water? Why is it necessary to have the room warmer for bathing the baby than for a grown person? Why arrange the baby's clothing so that there is no loss of time in dressing? Make a list of the clothing which you think a young baby should have. Ask mother to help you.

7. *How to wash the baby's woolen garments.* · The woolen pieces which baby has are stockings, vests, jackets, and petticoats. These should be washed carefully in warm, soapy water. The soap should be a good wool soap, Ivory, or castile. Make suds. Never rub soap on woolen garments. Why? The garments should be rinsed in water of the same temperature as that in which they were washed. A little borax or ammonia added to the rinse water will soften it. Woolen garments should be squeezed out and not wrung. Wool should dry slowly in a dim light. Bright sunshine will turn wool yellow. There are forms for drying babies' stockings and jackets. These help to prevent shrinking and stretching.

What food is necessary for a baby? The best food

for a baby is the mother's milk. It sometimes happens that mothers do not have milk for their babies and other food must be provided. It is said that the baby who has its mother's milk has six times the chance to live through the first year that the baby does who has been fed from a bottle. It is therefore the duty of the mother to give her baby her own milk if possible. Milk is the natural food for babies. It contains the food elements necessary for growth in a form which can be used by the baby's digestive system.

If a mother cannot feed her baby, cow's milk is the best substitute. The milk of animals is not perfectly suited to the growth of babies. It has to be modified to meet their needs. Food other than mother's milk should never be given to the baby except under the direction of a doctor. It is highly important that the baby receive the proper food from the first day. The development of a healthy body means much for success in later life. Such diseases as rickets, which are due to wrong feeding, may develop and cause deformities. Rickets are brought on chiefly by insufficient food of the right kind for the development of the bones.

Cow's milk and human milk have nearly the same food value, but they do not have the same composition. Human milk has a higher percentage of sugar and cow's milk has a higher percentage of protein. It is

necessary to dilute the cow's milk to lessen the amount of protein. When this is done, the sugar is reduced below the amount which the baby needs for heat and energy. It is necessary, therefore, to add sugar to cow's milk. If this is to be fed to the baby, a doctor should be consulted to help the mother work out the proper modification to meet the needs of the particular child.

If a baby is being fed cow's milk, one of the very important things to be considered is the cleanliness of the milk supply. Milk must be free from bacteria which cause disease and free from dirt. There are three ways of having milk clean and free from bacteria.

Certified milk is produced under conditions that are as clean as they can possibly be made. Much attention is given to the care of the cows, the barns, the utensils used in handling the milk, the milkers, the bottles, and the methods of delivery. Milk produced under these conditions is usually expensive.

Pasteurized milk is produced by heating the milk to a temperature which is high enough to kill disease-producing bacteria. Proper pasteurization does not interfere with its digestibility. It is wise to use pasteurized milk the entire year. You are then reasonably sure of protection from the diseases which may be carried in the milk.

Sterilization is a process of boiling milk. This method reduces the effectiveness of the vitamins. It does not interfere with its digestibility. Many doctors feel, however, that babies do not grow as well on boiled milk as they do on certified or pasteurized milk.

If the baby is being fed cow's milk, what precautions should you take in the care of the milk? The baby's bottle? Why? Make a list of the things which you consider absolutely necessary in the care of milk and the bottle for the baby.

When a baby is being fed cow's milk it is advisable to give a little orange juice to supplement the vitamin content of the milk. One tablespoonful daily is usually sufficient. A very small amount of sugar may be added if the juice seems sour. Tomato juice may be substituted for the orange juice.

Sometimes it is necessary to supplement both mother's and cow's milk with other food, such as cereals, bacon, eggs, toast, vegetables, and fruit juices. This should never be done except upon the advice of a physician.

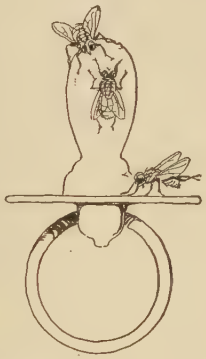
It is important for mothers to keep very close watch of the baby's growth in order to be sure that it is getting enough food of the right kind for normal development. The baby should be weighed every week. The average baby will gain from six to eight ounces a week during the first five months. If it does

not gain much for a week or two, there is probably nothing wrong. If the failure to gain continues, a doctor should be consulted.

The color of the skin is another indication of proper food. Rosy and plump-looking babies are usually getting sufficient nourishment. Those with a chalky-looking skin, a bluish color, and thin appearance may have the right amount of food, but not the right kind of food. A doctor should be consulted at once. Lack of proper food in babyhood affects the whole later life. Too much emphasis cannot be placed on the importance of proper feeding for babies and young children. This is the age when the bones and teeth are growing and there must be the right kind of food if strong bodies are to be developed.

A frequent physical examination by a competent physician during the first months and years of a child's life is a good investment. It may be a means of discovering and correcting difficulties which in later life might cause the person to be an invalid. It is highly important to know how a baby is growing and developing. Too much emphasis cannot be given to this phase of caring for the baby. One of the chief reasons for the existence of health clinics for babies and children is to help them to develop strong, healthy bodies. Mothers should visit these clinics often enough to know how their babies and young children are growing.

What are some of the habits which baby should form? Regularity is necessary in the training of a baby. It begins to acquire habits soon after birth. Mothers who know the importance of forming the right habits early always feed, bathe, and put the baby to sleep at a regular time. In other words, there is a time schedule to be followed. A plan of this kind keeps the mother from being a slave to her baby. Nothing should be allowed to interfere with the baby's schedule. Regular habits of sleeping, eating, bathing, bowel movement, and exercising are very important in the lives of both parents and baby. If the mother allows the baby to form bad habits so that she becomes its slave, she has no time which she can really call her own.

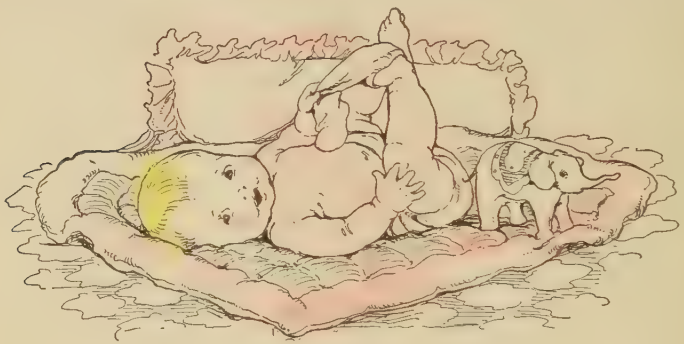


THE PACIFIER IS A VERY DANGEROUS THING. WHY?

Sometimes mothers allow their babies to form very bad habits, such as sucking their thumbs or fingers. They are also given pacifiers, rocked to sleep, played with and excited just before bedtime. Pacifiers should never be used under any conditions. They are usually very unclean and upset digestion. They are one means of carrying disease germs to the stomach. The baby who has been allowed to have a pacifier

frequently breathes through its mouth. It may also spoil the shape of the mouth. Sucking fingers or thumbs may cause mouth breathing and indigestion. It injures the shape of the mouth and the fingers if continued over a period of time.

All of these are undesirable habits. They are not for the best health interests of the baby and the



BABY SHOULD EXERCISE EVERY DAY. WHY?

mother is laying up trouble for the future, since all of these habits must be broken. It is much easier not to form a habit than to break one after it is formed. How can your study of habit formation help you in training babies to have the right habits?

Babies must have some exercise every day. When the baby cries, sneezes, and throws his arms and legs about, he is doing his daily dozen. Some crying every day is good for him. It is his way of getting exercise.

The baby should be left uncovered some time every day during a waking period, so that he can kick or squirm about as much as he wishes. This is quite necessary to the right development of a healthy body.

Baby's hours of sleep with fresh air and sunshine are very important things in its care. The small baby sleeps a great deal. In fact it spends the greater part of the time in bed. This daily rest and sleep is necessary to proper growth. A baby should be accustomed to sleep with the ordinary noises. Tip-toeing about the room in order to make as little noise as possible for baby is a very bad practice. It is also best to teach the baby to sleep in a dark room. A baby may sleep outdoors a part of each day after it is two weeks old. It should always sleep in a room where there is plenty of fresh air and sunshine. Drafts should be avoided. Sunshine is necessary to all things that grow. The lack of sunshine may be a contributing cause of rickets. The sunshine should come if possible directly through an open doorway or window and not through glass. The ultra-violet rays of the sun, which are very necessary for growth and have important healing properties, cannot pass through ordinary window glass. A special glass can be secured which permits the passage of these rays into the room.

The table on the page following will give you some idea of the amount of sleep required by babies:

2 to 3 months	18 to 20 hours
6 months	15 to 16 hours
1 year	14 to 15 hours
2 years	13 to 14 hours

Why are fresh air and exercise necessary to growing children? Is it a wise practice to have a baby sleep with an adult? Give several reasons. Why do many mothers have their children take a daily nap out of doors? Do you know of any diseases of children where sunshine and fresh air are their chief treatment? This is the age when teeth, tonsils, and adenoids should be watched closely. Is it a good investment to have the throats and teeth of children examined frequently as a safeguard against future trouble? Why?

What steps can be taken to prevent children from having infectious diseases? The infectious diseases which are common to children are diphtheria, chicken pox, measles, mumps, whooping cough, and scarlet fever. These are diseases which are passed from one person to another by germs. They are called *communicable* because they are so easily contracted from another person who has the disease. If one child in a schoolroom of forty children has measles in the first stages of development it is highly probable that every child in the room, who has not had them, will contract them before two weeks have passed. The time between coming in contact with some of these

disease germs and actually becoming ill with the disease is known as the *incubation period.* This is the time when the germs are growing in the body and developing the poisons which make the illness. The incubation period for most of the diseases named is about ten days to two weeks.

Such disease germs as those mentioned are carried from one person to another by sneezing and coughing without using the handkerchief over the mouth and nose. They are also carried by putting the fingers to the mouth after handling books, pencils, papers, and toys which have been used by someone with the disease. Using the same drinking cup, towel, or toothbrush will likewise spread the germs. Make a list of health rules to be followed which will help you to protect yourself and others from communicable diseases. If you have the measles, how can you and your parents prevent other children in the neighborhood from getting them?

There are several ways of preventing the spread of infectious diseases. One of these is by quarantine. The principle underlying quarantine is to prevent those who have a communicable disease from being with those who do not have it. Infected people are shut off from seeing others; they are thus prevented from carrying the disease germs. The city and state laws regarding quarantine should be obeyed to the letter, because they provide protection against disease.

There is also another safeguard against disease. Serums and vaccines, if properly administered by competent doctors, prevent you from having these diseases. The principle underlying vaccination is to give the disease in modified form to one small surface of the body and thereby protect the whole body. For example, when you are vaccinated for smallpox, the small spot on your arm that the doctor infects has the smallpox. This makes your entire system immune from the disease for a certain period of time.

The principle underlying the prevention of disease by toxins and vaccines is to put into the blood the killed or modified bacteria, or the poisons produced by these bacteria. These bacteria or poisons stimulate the body to produce substances which prevent the individual from taking the disease. For example, if you take vaccine for typhoid fever the doctor injects into your blood killed typhoid fever germs. These stimulate the body to produce substances in the blood which will keep you from taking the disease.

The three protections against communicable diseases are quarantines, vaccinations, and serums. A fourth protection is to keep yourself in good health. Do healthy people usually contract disease easily? Why?

Why is it unnecessary for children to have such diseases as measles, whooping cough, and scarlet

fever? Do you realize that if you contract these diseases it is due to your carelessness or to that of someone else who has the disease? These diseases in themselves are not particularly dangerous, but the after-effects may cause very serious results, such as rheumatism, eye trouble, and nervous afflictions. Too much emphasis cannot be placed upon the importance of taking every step possible to protect yourself and others from disease. Sometimes people have been known to have communicable diseases in their homes, but have not called a physician for fear of being quarantined. In the first place, such a person is not a good citizen. In the second place, he is disobeying the laws of his city and state and may be liable to arrest and a fine. He is lacking in right character traits, for he is willing to sacrifice his health and that of others for the sake of personal convenience. The health of yourself and others comes before personal desires.

What clothing is necessary for baby? It is always in better taste to have children's clothing as simple as possible. They are more comfortable and the garments are more easily laundered. Elaborate clothing is for the pleasure of the mother and not the comfort and happiness of the child. Extravagant ideas of clothing are usually developed in children through a desire on the part of the mother to show off her child in what she thinks is fine clothing.

A suggested wardrobe for a small baby is given below. This represents the minimum number of articles necessary to keep the baby clean and comfortable.

Two flannel binders.
Three silk and wool bands or sleeveless shirts.
Three skirts.
Three flannel or silk and wool petticoats.
Three long dresses.
Six nightgowns.
Five dozen diapers.
Two flannel sacks or sweaters.

It must be remembered that babies feel the heat or cold much more than adults. In warm weather the baby's clothing should be very light in the middle of the day. In the morning and evening heavier garments should be put on. In winter more clothing is necessary. If the baby is taken outdoors, an extra sweater and petticoat should be added.

The little garments which come next to the baby's skin should be of the softest wool or of silk and wool. They should be laundered so that they are not harsh or irritating. The petticoats should be of wool or silk and wool. There should also be some of cotton. The nightgowns should be of outing flannel. The dresses and other garments should be of soft cotton. Silk is not suitable for a baby's clothing.

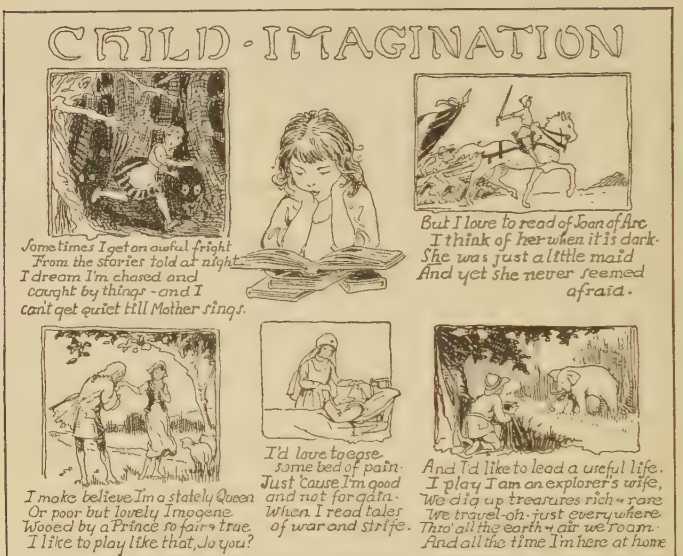
Have you ever thought of the number of things

necessary for a baby's wardrobe? Which of these garments could be bought ready-made? Make a list of these things and obtain the cost. What garments do mothers usually like to make for their babies? Which of these could you make? Your mother and teacher will help you make some of them. Your class could make the entire wardrobe for a baby and give it to some poor family, hospital, or nursery. This is a very fine kind of service to contribute.

What books, stories, and games are good for children? Children have not had a great variety of activities in life and care should be taken that the books, stories, and games selected for them are within the range of their experience. They appreciate simple things. They usually believe what they read and hear. For this reason they should not have reading material or stories which may excite or disturb them. Children tend to become so aroused over such stories that they have bad dreams and cannot sleep. Stories which frighten should never be told to children. They do not interpret their reading material and very often become terrified over something which seems ridiculous to an adult. *Little Red Riding Hood* or *The Three Bears* may be terrifying to a nervous child.

What kind of stories will you read and tell to children? Are ghost stories good just before bedtime? Why? What is the harm in exciting games just

before bedtime and just after meals? Make a list of books, stories, and games for children aged four to six, six to eight, and eight to ten. The librarian and your teacher will help you. What toys should chil-


CHILD-IMAGINATION
Sometimes I get an awful fright
From the stories told at night
I dream I'm chased and
caught by things - and I
can't get quiet till Mother sings.
But I love to read of Joan of Arc
I think of her when it is dark.
She was just a little maid
And yet she never seemed
afraid.
I make believe I'm a stately Queen
Or poor but lovely Imogene
Wooed by a Prince so fair & true
I like to play like that, do you?
I'd love to ease
some bed of pain
Just 'cause I'm good
and not for gain.
When I read tales
of war and strife.
And I'd like to lead a useful life.
I play I am an explorer's wife,
We dig up treasures rich & rare
We travel-oh just every where
Thro' all the earth & air we roam
And all the time I'm here at home

dren have? Are matches good playthings? Why? Can you help children make toys and dolls out of paper which will amuse them for a time?

The poster above shows what a junior high school girl believes would be occurring in a child's imagination. What do you think of her idea? How would you represent it?

What are your problems if you take care of children for pay? Many junior high school girls help take care of children for pay. Have you learned anything in this study of the care of children which will help you to do this work better? What type of girl do you think mothers like to leave in care of their children? Make a list of the characteristics which you think a girl should possess who takes care of little children. Should you permit a child to vary from the mother's directions? For example, if Mary's bedtime is eight o'clock, should you permit her to stay up later? How will this affect the mother's confidence in you? The matter of food for the children is very important. The directions of the mother in this matter should be followed in every detail and never varied. You must remember that you have assumed the responsibility of the children in the mother's absence. For the time being you are taking her place. She has confidence in you. You must not do things which will lessen that confidence. You can learn to be a very reliable and satisfactory person to care for children if you make a study of the games, readings, stories, and amusements which children like.

What every pupil should be able to do. Every pupil who has studied Unit IV should show growth in ability:

1. To appreciate the problems involved in the care of younger children in the home.

2. To appreciate the rights of childhood.
3. To know the types of stories, games, and toys which are best for younger children.
4. To know why it is important to have younger children learn the right physical and mental health habits early.
5. To help mother in the care of the younger children.
6. To know what agencies in the community are working in the interests of childhood, and when and how to use them.
7. To know what clothing is necessary for a baby.
8. To make some of the clothing necessary for a baby.
9. To appreciate the relation between conduct and habit formation.
10. To know and practice the responsibilities which a girl should assume when she cares for children for pay.

QUESTIONS AND PROBLEMS

1. What can you do in your home to help your parents give to your little brothers and sisters the rights of childhood?

2. Is it important to weigh the baby every week? Why? If a baby is not gaining properly, what would you do about it? A baby should gain at least four ounces per week.

3. Have you ever seen a child have what the mother called a tantrum? How do you think that this child developed this habit? Whose fault is it, the mother's or the child's? How would you proceed to break this habit?

4. Why is it very important to get all of the soap out of babies' clothing when laundering it?

5. What are the effects of keeping a baby too warm?

6. Is it a good plan to handle and play with a baby a great deal? Why?

7. Should you ever try to have baby stand before he is old enough? What happens if he stands too soon?

8. You are caring for two children, John aged eight and Mary six. If John wanted to go swimming with a neighbor's boy would you let him go? Why? What could you do about it if he insisted?

9. How much will a complete outfit for a baby cost? Can you get one for $15.00? Look up the cost of a baby's layette in a catalog. Check this list with mother to be sure that all necessary articles are included.

10. What is a pacifier? Is it a good thing for baby? What bad effects may it have? Should baby suck his thumb? Why? Do you know a baby who sucked his thumb? Did the mother have difficulty in changing the habit?

11. A well-managed baby sleeps, eats, plays, and is bathed by the clock. Why? How does regularity of living make one healthier and happier?

12. Should children ever be controlled by making them afraid? Why? Do you know of grown people who are afraid to stay alone? Who are afraid of the dark? How do you suppose this fear was developed?

LABORATORY EXPERIMENTS

1. Let the girls make charts or notebooks showing the types of stories, games, and toys which are best for children.

2. Let the girls agree upon a list of the things which every child has a right to expect from his family. These may be illustrated by charts, posters, or notebooks.

3. Let the girls agree upon a list of the physical health habits which children should learn early.

4. Let each girl observe a child under five in her own home or elsewhere and see how many of the above physical and mental health habits the child has already formed. What wrong behavior habits does this child have? How did they come about; how could they have been avoided; how can they be changed?

5. Demonstrate how to bathe and dress a baby.

6. Let the girls agree on a list of the clothing necessary for a baby. Make a baby layette as a class problem. Make this for an actual baby if possible. Such cases can be secured through any welfare organization.

7. Make a list of some of the agencies in the country, with their specific contributions, which are working for the interests of childhood.

8. Let the girls agree upon a list of the responsibilities which a girl should have who takes care of children for pay.

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UNIT V

WHAT MUST YOU KNOW IN ORDER TO BE HELPFUL WHEN THERE IS ILLNESS IN YOUR HOME?

Can you answer these questions?

1. What are some of the causes and means of preventing illness?
2. How is a patient made comfortable? What precautions should be taken in caring for one who is ill?
3. When is a tray prepared attractively?
4. What are the various methods of preparing food for a sick person?
5. What precautions should one take in serving food to a patient?
6. Will you take various patent medicines before calling the doctor? Why?
7. How can children be entertained and kept quiet when there is illness in the home?

What are some of the causes and means of preventing illness? Disease has been present in the world since the beginning of time. Man has been slowly conquering this enemy for centuries. It is not impossible that in some far distant future disease may be completely eradicated and man will be ill no

more. This will have to be accomplished through further investigations and experiments in hygiene, sanitation, bacteriology, and medical science.

THE INDIVIDUAL DRINKING CUP PREVENTS THE SPREAD OF DISEASE

There are several drinking cups above the sink in this kitchen. Why? These children have formed the habit of having individual drinking cups. What are the advantages of this habit?

There was a time when such diseases as smallpox, typhoid fever, diphtheria, and scarlet fever were incurable. Now they are prevented by the use of se-

rums, toxins, and vaccines. Most diseases are caused by bacteria which get into the system and produce poisons. Disease is usually transmitted in four ways:

1. By the contact of a sick person with one who is well.
2. By contact with articles which have been worn or handled by those having disease.
3. By eating and drinking food which is infected with the disease germs.
4. By insects and vermin. A certain kind of mosquito spreads yellow fever.

To avoid disease is one of the chief businesses of life. Prevention of disease is an important means of giving service. If you as an individual make every effort to know how to keep well and to practice the means of preventing disease, you are rendering a worth while service to yourself, your home, and your community. It is really more important to keep well than to get well. Some of the means of preventing disease are:

1 Keeping the body clean inside and out. Clothing, surroundings, food, and water should all be sanitary. Disease-producing bacteria thrive in filth and dirt.
2. Obeying quarantine regulations.
3. Using vaccines, serums, and toxins.
4. Eating the right kinds of food.
5. Keeping flies and other vermin out of the home.
6. Having plenty of fresh air, sunshine, rest, and exercise.

Why is it necessary to report illness to the health authorities? What is the purpose of medical inspection in the schools? Are you rendering more service to get well when ill or to keep well? Why?

Notwithstanding the fact that much has been done to conquer disease, people do become ill through no fault of their own. When an individual is sick, he must have care in order to become well again. This must be given by members of the family, friends, or trained nurses.

How can a junior high school girl help to care for one who is ill in the home? When one is ill it is very important to have the room clean, and simply furnished, with plenty of fresh air and sunshine. Heavy upholstered furniture, heavy curtains and rugs, and bric-a-brac are places for dust to accumulate. The work connected with keeping such furnishings clean causes more or less confusion and may worry the patient.

If he is to recover quickly, the sick room should be cared for properly and the doctor's orders should be obeyed strictly. The room should be quiet, cheerful, and immaculately clean. All of the unnecessary furniture should be removed. A few flowers may be placed in the room, but the odor of too many is sometimes distasteful to the patient. Faded flowers should never be kept and flowers of all kinds should be removed from the room at night. If the patient is

to have medicine you can give that, but always read the directions carefully. Never give medicine which has not been prescribed by the doctor. Never change the time of giving it. Never change the amount to be given. If the doctor says a teaspoonful every two hours never vary from this direction.

There are other personal attentions which you can give to the patient. Can you wash his face and hands? How will you do it? What kind of water will you use? Can you brush his hair? How will you do it so that he will not be inconvenienced? Can you read to him if he wishes? Why should you not ask him many questions? Will you ask him often how he feels? What effect do you think this would have on the patient? You can entertain and keep the children quiet. If mother is the one who is ill, do you think she would appreciate this service? Review the chapter on the care of children.

Making the bed for a patient is important. You cannot do this with the patient in it for this is a difficult task even for a trained nurse. However, you can make the pillows more comfortable by shaking them up and changing their position. You can keep the covers smooth and straight. Have you ever seen a nurse make a bed with the patient in it? Perhaps the school nurse will come to your school and give a demonstration of how this is done. If the patient is able to sit up for a short time,

you can make the bed the same as you do your own.

The nurse in the illustration is changing the bed linen while the patient is in bed. Notice the kind of

CHANGING THE BED LINEN WITH THE PATIENT IN BED

bed used. Why are beds in homes not adapted to the care of one who is ill for any length of time?

What precautions should be taken in caring for one who is ill? In cases of illness, extreme precautions are necessary to prevent the spread of disease. Furniture and bedding should be of the type which

is easily kept in a sanitary condition. Iron beds are best for the sick room, since they can be washed with soap and water and a disinfectant. The mattress should be covered with a washable pad. Sheets and pillowcases should be laundered frequently. If the patient has a communicable disease, these should be washed every day or two. The nightgown should also be washed often. The bedding, towels, and other clothing which comes in contact with the patient should be washed separately from the other clothing and bedding of the family. A disinfectant should be added to the water if the illness is infectious. It is better to use blankets than quilts, since they are more easily laundered. It must be remembered that colds and sore throats are communicable diseases and may be given to others in the same way as smallpox or measles. The dishes used by the patient should be washed separately and scalded or boiled. They should be left in the water until cool.

Always wash your hands in soap and water after handling anything which a patient has touched. Flies and other insects should be kept from the sick room. This is necessary not only for the comfort of the patient, but to prevent the spread of the disease to others of the family. Food and drink should never be left in the sick room as it *may* be a means of spreading the disease. Those who take care of the sick should wear clothing which can be boiled. Why?

One of the most common diseases which has to be cared for in the home is the cold. It is easily communicated to other members of the family by the patient sneezing and coughing without the proper use of the handkerchief.

This girl is sneezing into her handkerchief. What are the advantages of such a habit?

What daily care is necessary in the sick room? What extra precautions will you have to take in case of a communicable disease? How should the sick room be aired? How will you avoid dangerous drafts for the patient?

How can you choose and prepare food for one who is ill? The food served to one who is seriously ill should always be under the doctor's direction. The patient's likes and dislikes should be taken into consideration as far as possible. You should try to secure this information without asking him many questions. Food is usually more appetizing to the sick when it is served as a surprise. If a patient expresses a wish for a certain food, will you give it to him without first consulting the doctor?

Food for the sick is usually classified as follows:

liquid, soft, and light diet. The liquid diet consists of such foods as fruit juice, broth, clear soup, beef tea, milk, cereal, gruel, eggnog, and milk drink. The soft diet consists of creamed dishes, soft-cooked eggs, custards, strained cereals, cornstarch puddings, ice cream, and ices. Light diet consists of fruits, vegetables, creamed dishes, chicken, broiled meats or fish, oysters, and various kinds of toast. It is well to include laxative foods in all diets. Rich and fried foods should never be given the sick. Every menu should be rich in vitamin content.

AN ATTRACTIVELY ARRANGED TRAY FOR A SICK PERSON

The food served to an invalid should be cooked carefully and thoroughly. If it is poorly prepared, it may retard the patient's recovery. It is also unattractive and unappetizing. Hot foods should be served hot and cold foods cold. This is another means of inviting the appetite. The portions should be small and well served in the dishes.

How can you serve food to one who is ill? The appearance of the tray when served should be as dainty as possible. This helps to give the patient a better appetite. The linen and dishes should be attractive. A flower gives color and interest to the tray and may help the patient want the food. While serving, all medicine and bottles should be removed from the bedside. It is not well to have these in sight at any time. As soon as the patient has finished, remove the tray from the room.

What precautions will you take in serving food to a patient? How will you dispose of that which is left on the tray? How will you care for the dishes, linen, and silver which have been used? What difference will you make in this care if the patient has a communicable disease?

Why should a schoolgirl not be expected to nurse a person who is very ill? The hospital is the very best place for a patient who is seriously ill. A trained nurse in the home gives the best care outside of the hospital. Expert attention is very important in a dangerous illness. Lack of proper care at the right time may lose a life. Therefore, if it is at all possible, anyone who is very ill should be in charge of trained people until he is out of danger.

Hospitals are especially planned and equipped to care for illness. They have the facilities for giving expert service immediately. All who are connected

with them are trained to care for the sick. Every hospital has its staff of doctors and nurses on duty all the time. Emergency cases receive attention at once. Equipment is also provided for special types

WHAT ARE THE QUALIFICATIONS FOR BEING A GOOD NURSE?

of treatment and care. The nurse working in the home is trained for her work, but she lacks the equipment and conveniences of the hospital. Furthermore, she does not have the help of other nurses and doctors in an emergency.

What care do the hospitals give which you could not give? How are their sanitary conditions better than those of even the very best homes? Why is the

equipment of hospitals better adapted to the care of the sick? How does the arrangement of a hospital have an advantage over the arrangement of the home? Why can the doctor and nurse do more for a patient in the hospital than in the home?

What can a trained nurse do for a patient in your home which you could not do? What are the disadvantages of caring for a serious illness in the home even with a trained nurse?

Do you know what you should have in the home medicine cabinet? Make a list of the equipment and medicine which you think should be found in the medicine cabinet in your home. The following list contains articles which are often recommended. What would you add to it? Why? What would you wish to leave out? Why?

Equipment

1. *Fever thermometer.* Always buy a good certified thermometer manufactured by a reliable firm which puts its trade mark on the thermometer. A cheap thermometer is liable to be inaccurate and is, therefore, worse than useless. Before and after using, wash the thermometer thoroughly with soap and water and then with bathing alcohol. Keep it either in its case or, better, in a two per cent solution of boric acid. Have your family physician instruct you how to read a thermometer correctly.

2. *Hot-water bottle.* Buy the best bag you can find. Cheap rubber articles are usually the most expensive in the end. Always give a hot-water bag the best possible care. It will last several times longer. Clean it thoroughly before putting it away. Do not allow it to come in contact with oils, acids, or alkalies. Do not use strong alkali soaps for cleaning. Use a neutral soap, such as Ivory. Do not put boiling water into the bag. Have the water about 180 to 190 degrees. If the bag must be boiled for the purpose of sterilizing it, do not boil longer than five minutes. Before putting away the bag, fill it with air so that the sides will not stick together. In dry climates, such as in Colorado, a small amount of water should be left in the bag. It should be wrapped and put in a box to avoid the drying influences of the atmosphere. Be careful to avoid pin punctures. In using a hot-water bag, especially with young infants or patients who are very ill, be sure that the water is not hot enough to burn them. It is always a wise precaution to place a cloth between the bag and the skin.

3. *Medicine dropper.* Always wash a medicine dropper thoroughly after using. Wash the rubber bulb as well as the glass part. Before using it for the eyes, and the like, fill the dropper with water and boil for five minutes.

4. *Safety pins.*

5. *Scissors.*

Supplies

1. *Absorbent cotton.* Buy this in small packages. Large-size packages may become contaminated after they are opened.

2. *Adhesive tape.*

3. *Bandages.* Care should be taken that the bandages are not wrapped too tightly around the extremities. Use more bandage and do not wrap so tightly. If the fingers or toes become cold or numb loosen the bandages at once.

4. *Sterile gauze pads.* Buy the gauze in boxes with each pad put up in a separate envelope. In using, tear off one end of the envelope, take hold of one corner of the gauze, and remove from the envelope. Be very careful not to touch or contaminate in any way that side of the gauze which you expect to place next to the wound.

Medicines

1. *A good disinfectant.* Any alkaline antiseptic solution is a satisfactory disinfectant. For a mouth and throat wash use one part of the solution and three parts of hot water. Seiler's tablets are a good disinfectant. Use one tablet dissolved in three-fourths of a glass of hot water. In using Lysol follow the directions given on the bottle. Do the same with Cresol.

2. *Bathing alcohol.*

3. *Baking soda.*

4. *Boric acid solution.* Dissolve one and one-half teaspoonfuls of the powdered boric acid in four ounces of boiling water. Allow the solution to cool to room temperature. Pour off the clear fluid and use as directed. The solution can also be obtained from your druggist.

5. *Epsom salts and castor oil.* These should be used for adults only. They should not be taken frequently or regularly without the advice of a physician.

6. *Hand lotion.* Your druggist can usually make a good hand lotion cheaper than you can buy a proprietary preparation.

7. *Milk of magnesia.* This is primarily for children. It should not be given to them frequently or regularly without the orders of a physician.

8. *Mustard.* For mustard paste or plaster, mix the dry mustard with flour thoroughly in the proportions ordered by the physician. If you do not have a physician, use one part of mustard to four or six of flour. Increase or decrease the proportion of mustard to flour according to the effect and the strength required. For children use smaller proportions of mustard. Add enough tepid water to the mixture of mustard and flour to make a moderately thin paste, which must be absolutely free from lumps. Do not

use hot water. Spread the paste on thin muslin and apply. Remove as soon as the skin is reddened so that its color resembles that of a strong sunburn. For infants and adults with a sensitive skin a spoonful of olive oil may be added to the paste. In applying to the chest, make the plaster large enough to cover the entire front or back of it. In applying to the chest for colds, first put the plaster on the front and the next time on the back of the chest. To be effective for chest colds, mustard plasters should be applied at least twice a day.

9. *Olive oil.*

10. *Spirits of camphor.*

11. *Talcum powder.* Do not allow young children to play with boxes of talcum powder. There have been reported a number of deaths of children who breathed the powder into the bronchial tubes and lungs.

12. *Mercurochrome.* Buy mercurochrome in small quantities. Do not use an old solution. It should not be used in the mouth or the throat without the advice of a physician.

13. *Tincture of iodine.* Buy tincture of iodine in small quantities. If it has been on hand for some time, add a small amount of alcohol. In an old solution, the alcohol has evaporated and the iodine may blister the skin.

14. *Vaseline.*

15. *Witch hazel.*
16. *Zinc oxide ointment.*

All medicines should be very plainly and carefully labeled. Why? Should you ever take any medicine into your mouth without first reading the label very

MEDICINE CABINETS SHOULD BE LOCKED AND THE KEYS PLACED WHERE CHILDREN CANNOT REACH THEM

carefully? All poisons should be kept in special bottles, and if possible in a separate cabinet. Medicine cabinets should be locked and the keys placed where children cannot reach them.

Never change medicine from one bottle to another

without putting on a new label. One should never go to the medicine cabinet and take medicine from it in the dark. If someone has changed the position of the bottles, fatal results may follow such action.

What are patent medicines? Is it ever a good plan to take any sort of medicine without the doctor's advice? Why? Medicines should never be taken upon the advice of neighbors and friends. The simplest remedies are the only ones which should be self-administered.

How should you select the family physician? The family physician may be selected upon the advice of friends and neighbors in whom you have confidence. In moving from one community to another it is very much worth while to secure the advice of the former physician in recommending someone in the new place of residence. He has access to sources of information relative to physicians which are not always available to the general public. In large cities, representatives and officials of the American Medical Association will be glad to give their assistance. Whether or not you are in need of a doctor immediately, you should have your mind made up as to whom you would call in case of an emergency. Do not wait to select your physician until the emergency arises, as the pressure of time and other matters may cause poor judgment. If you call a physician and he advises a certain treatment, follow this exactly or else dismiss him. It is

poor policy from both the health and financial standpoints to employ a physician and then not follow his advice.

What every pupil should be able to do. Every pupil who has studied Unit V should show growth in ability:

1. To appreciate the problems involved in the care of the sick in the home.
2. To appreciate the efficient service rendered by hospitals in the care of the sick.
3. To know and practice the means of preventing the contraction of communicable diseases.
4. To know how to care for people in the home who have minor illnesses.
5. To know how to prepare and serve attractively the food for a sick person.
6. To use patent medicines properly.
7. To know what articles should be in the home medicine cabinet and how to use them.

QUESTIONS AND PROBLEMS

1. Make several menus of liquid diet, of soft diet, of light diet.
2. Which is the more important, to keep well or to care for the sick?
3. You have heard people say that a certain disease is "catching." What do they mean?
4. How are communicable diseases spread?
5. Make a list of the things which you can do to keep from taking a communicable disease.

6. Make a list of foods which you could serve to a patient troubled with constipation.

7. If you had a bad cold, describe in detail how you would avoid giving it to other members of the family.

8. How would you get a patient ready to be served a tray in bed?

9. Plan a soft diet for a patient for a week and describe how you would serve it.

10. If mother should be on a light diet, plan a day's meals for her.

11. Why should every home-maker have a course in home nursing?

12. What are the qualifications for being a good nurse? Would you be interested in being a nurse? Why? Make a list of the advantages and disadvantages of the nursing profession.

13. Should meat be used in invalid cookery? When?

14. What communicable diseases are under the quarantine law in your state?

LABORATORY EXPERIMENTS

1. Let the pupils agree on a list of the factors involved in the care of serious illnesses. Indicate those which can be adequately cared for in the home; those which can be adequately cared for only in a hospital. What are the conclusions relative to the care of cases of serious illness?

2. Let the pupils agree on a list of conditions favorable to the care of most illnesses in the home.

3. Whenever possible, give demonstrations of all activities in connection with the care of the sick.

4. Make a list of the common communicable diseases and state the precautions necessary to prevent them.

Which of these precautions should be taken by the individual and which by the community?

5. Prepare several liquid, soft, and light diets for the sick and serve them attractively.

6. Let the girls agree on a list of the proper uses of patent medicines in the home.

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UNIT VI

HOW CAN YOU HELP TO MAKE YOUR HOME FRIENDLY, HOSPITABLE, AND ENTERTAINING FOR YOUR FAMILY AND GUESTS?

Can you answer these questions?

1. What are the qualities of true hospitality?
2. How are friends made and kept?
3. What are the characteristics of girls whom people like to meet and greet?
4. How shall the family spend its leisure time?
5. What can you do to help mother entertain guests?
6. What entertainment and courtesies can you show to guests spending a few days in your home?

What is true hospitality? The word hospitality is associated with pleasant entertainment. It probably brings to mind a good time in the home of a friend. Hospitality is not a matter of fine homes with rich furnishings, or of expensive clothing and elaborate entertainment. Some of the simplest and poorest homes radiate the highest type of hospitality. True hospitality comes from a genuine interest in and love for others as well as a desire for joy in giving pleasure.

Most people like to make their homes and entertainment a real pleasure to their friends. Guests who do not want to leave are paying a very great compliment to the host and hostess. It is positive proof to them that the guests have found pleasure in their hospitality.

The spirit of true hospitality is founded upon a warm hearty welcome, a frank and sincere friendliness, a simple, attractive unaffected entertainment, and a leave that bespeaks a future welcome. It cannot be bought with money. It may be gained only through the development of charming manners, a sincere interest in others, and a joy in giving pleasure. This type of hospitality is one of the qualities which makes a house into a home. Why do people wish to entertain and have guests in their homes? When do guests really test the hospitality of their friends, when they are formally invited or when they just "drop in"?

What is a gracious hostess? The least pretentious home very often shelters a most gracious hostess. "One always has such a good time at Mary's home," "Jane is always sweet to everyone," are comments which are heard daily concerning our friends. The individual who is habitually gracious in manner has built that personality through the growth of very definite character traits. Some of these are sincerity, gentleness, cheerfulness, friendliness, courtesy, poise,

RECEIVING GUESTS IN THE HOME

ability to adjust one's self easily, desire to serve, and tact. Charming manners are acquired by developing these habits of character in childhood. There is nothing which reflects so truly the standards of the home from which an individual comes as his manners. Manners good or bad are made in the home. It is in the home where a person is truly himself. If charming manners are acquired and kept only for company use, they are usually taken off as a garment when the individual is in his home, where he thinks the outside world will not see him. Can you be rude to mother and discourteous in your home and not have others find it out? Why?

If you wish to have charming manners and a gracious personality, you must feel gracious and friendly. You must want to be sincere and gentle. You must do those things which give pleasure and not sorrow. You may learn the rules for good manners, but unless you really make these a part of your inner self you cannot possibly become truly charming and gracious. What have you learned about habit-formation that will help you in developing a charming, well-mannered personality? Call to mind the most delightful girl whom you know and make a list of the qualities which you think make her charming. How will you proceed to develop some of these in yourself?

What qualities make for friendship? There are many reasons why we like our friends, but there are

certain qualities of character which are admired and desired in all friendships. Some of these are sincerity, honesty, cheerfulness, service, courtesy, and reliability. Are the qualities of character for friendship different from those for a gracious hostess? Traits of character of this type are always worth while in all situations of life. How are such traits as honesty, courtesy, and reliability developed? How will a knowledge of how habits are formed help you to develop the right qualities of character? What traits of character does your "chum" have which you like best? How do you keep her friendship?

How shall the family spend its leisure time? Leisure time usually means freedom from work at a particular job. A part of this time should be given to play. Play is essential to the health and happiness of adults as well as children. Well-directed, intelligent play can take care of physical needs and development. Playgrounds for children and adults have come to be a part of the development of every large city.

Leisure time may also be used for improving one's self by such activities as reading, music, study of pictures, and evening or part-time school work. The culture of Greece, which has lived down through the ages, was developed largely through the wise use of leisure time. It is the time for enjoyment of the home. This time is often given to doing things for

one's self or those things which make home more attractive. Leisure time is not exclusively for entertainment and seeking pleasure outside of the home.

Are there any disadvantages in having plenty of leisure time? What are some of them? How much time do you think the family should spend at home together? What recreational provisions are made by your community? Are there band concerts, lectures, art exhibits, libraries, museums, gymnasiums, playgrounds, and swimming pools? How can a community justify spending money for such projects?

Do you really need to spend much money in order to have a good time? There is no relationship between the amount of money invested in a home, its furnishings, and surroundings and the home spirit. Like hospitality it is found quite as frequently, and of the highest types, in the modest, unassuming house as in the wealthy. Genuine home spirit is made of understanding sympathy, one for the other. Friendliness, courtesy, sincerity, loyalty, and dependability are qualities of character essential to a right home spirit. These are the same qualities upon which friendship and hospitality are founded. Can you think of any phase of life in which these qualities are not necessary to true success?

The community feels the responsibility of providing for the leisure of its citizens, both adults and children. The home should feel doubly its responsibility

in this matter, since it is in the home that the foundations for the ideals of living are laid. Where there are children in the home, an adequate outdoor play space should be provided in every back yard. Children who have such a place are seldom found on the street or eager to go away from home. Why does a workshop for boys in the basement, attic, or garage help to keep them at home? A playhouse for girls will produce the same results.

Music, books, magazines, and games add much to the pleasure of the adults of the home. Most adults have what are known as hobbies; that is, they have some occupation which they follow in their leisure time. It may be gardening or raising some very fine kind of flower. It is work, but the individual gets so much pleasure out of doing it that it is really a recreation for him. If one really likes his work, does it need to be drudgery? Can this ideal be applied to any job?

Money has its power in buying the necessities of life, but money cannot always buy the happiness and satisfactions of life. The most successful and happy family life is found in genuine hospitality, in the associations and interests of the family in such activities as games, reading, music, good plays, and outdoor life. Public entertainments should be utilized to the fullest extent for the family enjoyment. Amusement and pleasure are not luxuries.

They are as necessary to home happiness as food and clothing. It is quite necessary to have an allowance in the family budget for pleasure. What do you think this money should be spent for? How often can you afford to go to movies? How will you decide which ones to see? What pleasures can the family enjoy together without spending money? Which ones can be enjoyed at home? Plan a picnic for your family. Where will you go? What will you have for lunch?

The home which attracts its members in their leisure time is the home which provides facilities for each member of the family to spend this time as he wishes. He has a corner all his own for working on his hobbies, for reading, and for playing. The members of the family have a sympathetic attitude toward one another's interests. They do not ridicule or "make fun" of the pleasures which others enjoy. They respect the leisure time of each member. There is a time to enjoy things together and there are times when one wishes to be alone. The home which furnishes music, books, magazines, games, attractive surroundings, personal freedom, privacy, and materials for working on hobbies is giving an inviting background for the leisure time of its members.

How can you help mother entertain guests? The first thing that mother will wish to do for her part is

to decide upon the guest list and send out the invitations. Invitations are either formal or informal. They should be cordial, gracious, and hearty, but never effusive. It is well to remember that guests are always more comfortable when there is no "fuss and flurry." Guests are disturbed when they feel that the home is disorganized and a great effort is being made to entertain them.

1. *How to extend invitations.* The important things to remember in extending invitations are to give clearly the date and time when the guests are expected. "Come early" is bad form. "Come at seven thirty," or "Come about eight o'clock," gives the guest a definite time for arrival. For afternoon parties and some evening parties, it is good form to tell the guests when to come and when to leave. For example, "From three to five" on an invitation indicates the duration of the party. When extending an invitation to a guest to spend several days in your home, always state how long you wish him to stay. This always prevents misunderstandings. Some indication of the size and nature of the party will place the guests at ease. It gives them a hint as to how to dress and whether the party is to be elaborate or simple

Invitations are of two kinds, formal and informal. Informal invitations are usually notes and indicate that the party is a very simple affair. For example:

Dear Alice:

Mary and I are having a few of our school friends Friday evening, May the sixth, from eight to eleven. We want you to be with us. Mother is going to let us dance.

Please do not say "no."

Yours cordially,
JANE LANE.

Informal invitations may also be extended by telephone. Such invitations should be cordial and very definite in the details of time and place.

Formal invitations are more dignified and are written in the third person. They are not used as frequently as the informal ones. On very dignified occasions these invitations are engraved. For example:

Miss Mary Jane Brown requests the pleasure of Miss Boyer's company at her home on Wednesday evening, May the eighth, from eight to ten.

1625 Alps Street,
April the twenty-fifth.

The R. S. V. P., *Répondez s'il vous plaît,* upon invitations means "Reply if you please." Every invitation, whether formal, informal, or spoken, should receive a prompt reply. It is the gravest discourtesy to a hostess not to acknowledge her invitation. Replies should be in the same form as the invitation received. Informal invitations should

receive informal replies and formal invitations formal replies. For example:

Dear Jane:

It is such a pleasure to go to a party in your home. I shall surely be there. Thank you for including me among your guests.

Yours sincerely,
ALICE BROWN.

Miss Jane Boyer accepts with pleasure Miss Brown's invitation for Friday evening, May the sixth, from eight to ten.

463 West Tenth Avenue,
April the twenty-eighth.

Informal parties and entertainments usually give more pleasure than formal affairs. Informality does not mean carelessness. If a party is large and formal there is not the atmosphere which promotes a friendly exchange of ideas. A small number have a better time together. The hostess also has a better opportunity to give pleasure to her guests. When a small number is invited, it is not difficult to have a pretty, simple party with attractive decorations and refreshments. It is far less work as well. The hostess never wants to be worn out before the party. Why? If one wishes to entertain a large number of guests, it would be better to divide them into two groups. Which kind of party do you prefer? Why? Have you

ever felt that you were not having a good time at a big party?

2. *How to make guests feel at home.* The measure of a hostess is the success with which she puts her guests at ease. A good hostess knows the interests of her guests and directs conversation along these lines. Guests should never be forgotten or neglected. If other friends call, talk about things with which your guests are familiar. The hostess should not take part in any entertainment which she has planned until all the guests have been cared for.

Guests who are staying in the home should be shown at once to their rooms and made comfortable. Clean towels and an absolutely clean bed should be provided. A space should be set aside in the closet for their clothing. In fact, the guests should have the feeling that there is a place in the home for them.

If there are important things for a hostess to remember, there are equally important things for guests to remember. There is an art in being a guest as well as in being a hostess. A guest should never fail to reply promptly to invitations. To overstay the time of the invitation is a discourtesy. In leaving, appreciation should always be expressed to the hostess and also to her mother for the pleasant time. A hostess is amply repaid for her work if she feels that her guests have been happy.

A house guest must adjust herself to the family routine. This includes being prompt at meals, making her own bed, keeping her room neat, leaving the bathroom orderly, and offering to help with household tasks. She must not expect her hostess to entertain her every moment of her visit. After returning to her own home, a guest should write promptly to her hostess telling her how much she enjoyed being a guest.

3. *How to introduce friends.* When introducing her mother to a friend, a girl should say, "Mother, this is my school friend, Jean Smith." Never fail to stop whatever you are doing, no matter how important or interesting, to present your mother to your friends. Present one friend to another by saying, "Jane, I want you to meet Anna Bane." A man is always presented to a woman and a boy to a girl. You can say, "Mother, this is Frank Smith." Such forms as "Meet Mr. Jones" and "Shake hands with Mr. Brown" are very bad.

In responding to an introduction never say, "Glad to meet you." Such forms as, "How do you do," "I am very glad to know you," "It is a pleasure to meet you," are very much better as acknowledgments. Never gush over an introduction. Simple, natural responses are much more courteous. It is not necessary to shake hands when being introduced. However, it is not altogether bad form. A man

should always wait for a woman to take the initiative in shaking hands. Men usually shake hands upon being introduced to each other.

If a friend fails to introduce you to another friend in a group it is perfectly proper for you to introduce yourself. You might say, "You are Jane Smith, aren't you? I am Mary Brown."

4. *How to select refreshments.* It must be remembered that refreshments are not the important part of the entertainment at a party. Very elaborate refreshments are not in good form for such affairs. Eating between meals is unwise from the point of view of health. For this reason, party food should be very light and dainty.

Simple refreshments are sandwiches, small cakes, and a beverage such as tea, punch, lemonade, or cocoa. More elaborate refreshments are salads with sandwiches or wafers, ice or sherbet, cake, nuts, candy, and a beverage. If a fruit salad is served, it may take the place of a dessert, especially if sweet wafers are served with it. A beverage would complete the refreshments. Vegetable salad with sandwiches would require a light dessert, such as an ice or a sherbet, beside the beverage.

In planning the refreshments it is always necessary to keep in mind the general color scheme for the party. Fruits, vegetables, frozen desserts, and cakes can be made to harmonize with almost any color

scheme desired. Plan refreshments to carry out various color designs. These plans should include table decorations as well as refreshments.

5. *How to arrange the table.* Much of the pleasure of the guests depends on the appearance of the table. The table linen, whether a tablecloth, lunch cloth, or doilies, should be immaculate. The linen may be very simple and inexpensive, but must be absolutely clean and well-pressed. An attractive table seems to make the food taste better.

Table decorations should be simple and fit in with the general color scheme of the refreshments. A low arrangement of flowers is best. Tall bouquets keep guests dodging to see one another. Flowers should be arranged to look as natural as possible, no matter what sort of vases they are in. It is easier to get this effect with a few flowers. Huge bouquets are not in good taste. A low fern dish is very attractive. Candles of various heights and colors are also very effective for the table.

6. *How to serve the refreshments.* There are three ways in which refreshments are usually served at a party. The guests may be seated at small tables, each table having a luncheon cloth or doilies with a simple centerpiece. The cover is laid with the necessary silver, the napkin, and the water glass. The refreshments are usually passed on plates which have been served in the kitchen.

Another form of service is the buffet. The food is placed on an attractively arranged large table. The guests are given plates and they pass around the table helping themselves. They are seated at small

AN ATTRACTIVE TEA TABLE

tables arranged as described above. This method of serving is informal and lessens the work of serving.

The third type of service is to have the guests served while standing. A large table is attractively arranged. Friends may be asked to preside at the table to pour the beverage. A plate is served with a

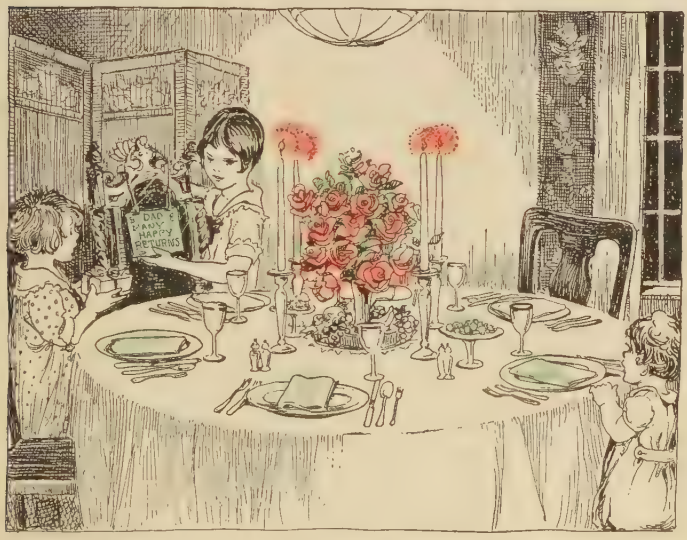
cup or glass of beverage. Sandwiches, cakes, or wafers are then passed, the guests helping themselves. This is the type of service used at an informal tea. If the party is not too large, the guests may be seated while eating.

What refreshments will you plan if mother is having a club or church society in the afternoon? Which type of service will you use? Why is it not a good thing to eat elaborate refreshments between meals? Is it always necessary to have refreshments at a party? Why? How will you arrange the table and serve an afternoon tea? What will you have for decoration? What silver, dishes, and linen will you need? Will you have someone pour the tea? Plan and make the favors and place cards for a party. Your teacher can help you.

How can you entertain for father? Too frequently there is a feeling in the home that parties are for the girls and mother. Father and the boys are not included. You must remember that father is generally the one who provides the money for maintaining your home. He is the one who makes it possible for you to have the necessities and some of the luxuries of life. You should think of his enjoyment and comfort in your plans for the family pleasures. Father might enjoy a dinner party on his birthday. With the help of mother, plan such a party for him. Whom will you invite? How will you extend the invitations?

What will you have for dinner? How will you serve it?

How can you plan a party to entertain your friends? What kind of parties do you like best, those which are elaborate or those which are simple



A TABLE LAID FOR FATHER'S BIRTHDAY PARTY

and homelike? Why? What are your duties as a hostess at your party? Why do you invite guests who will enjoy being together? What games will you play? Make a list of the games which you think are suitable for a party. What refreshments will you serve? Can you prepare them alone? How much of the

work for your party can you do yourself? How much responsibility must mother take? Plans for invitations, refreshments, and games should be talked over with mother, but you should do as much of the work and assume as much responsibility as possible.

What every pupil should be able to do. Every pupil who has studied Unit VI should show growth in ability:

1. To appreciate the meaning of leisure time.
2. To know what amusements and pleasures are not luxuries, but are necessary to human happiness.
3. To write and accept invitations.
4. To make guests happy and comfortable in her own home.
5. To know how to be a guest in the home of others.
6. To introduce her mother and friends to others.
7. To prepare and serve refreshments for a party.
8. To plan the games and entertainment for a party.
9. To appreciate and practice the qualities of character which make and keep friendships.

QUESTIONS AND PROBLEMS

1. Plan refreshments for an afternoon party for mother which you could prepare and serve yourself.

2. Plan a birthday dinner for father which you could prepare and serve yourself. What guests will you have?

3. In serving a dinner to guests, what changes will you make from serving to the family? Why?

4. Why is leisure time necessary? Does all of this time have to be spent in play? What is a hobby? Is it a good

thing to have some work that you enjoy other than your regular job? Why?

5. What is the real difference between work and play? Under what conditions can you enjoy work as much as play?

6. Why is play important in the life of a child? Why do large cities furnish public playgrounds?

7. What are the correct words to use in introducing your mother to your friends?

8. Why is music a good recreation in a family? Why is it a good thing to have all the family sing together?

9. Why should every yard where there are children have a swing and a sand pile?

10. Plan an entertainment for the younger children of your home on a winter night.

11. Plan your school work and home work so that you can give mother at least one afternoon a week free. Do you think that mother will appreciate this attention?

12. Plan in detail for your whole family to have a vacation this summer at small cost.

LABORATORY EXPERIMENTS

1. Let the pupils plan some entertainment at small cost where the leisure time of the entire family may be spent.

2. Let each girl write several formal and informal invitations, acceptances, and notes of appreciation.

3. Let each girl plan the entertainment of a house guest for the week-end.

4. Let each girl practice the proper introductions until she will feel at ease in introducing her friends.

5. Let each girl plan and prepare refreshments for a tea and for a party. The guests can be the members of another class or of the faculty.

6. Let each girl plan the games and entertainment for a party which she would like to give to her school friends.

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UNIT VII

WHAT IS YOUR RELATIONSHIP AND THE RELATIONSHIP OF YOUR HOME TO THE COMMUNITY?

Can you answer these questions?

1. What is a community?
2. What are your personal responsibilities to the community?
3. How is it possible to live in a community and not have a part in its life?
4. How must you coöperate in community life?
5. Are the responsibilities of the home to the community different from those of the individual? Why?
6. What agencies outside of the home help to make the home a better place in which to live?
7. What are the best methods of using these agencies?

What is a community? A community is composed of a group of people who have common needs, purposes, and interests. The most important of these are food, clothing, shelter, recreation, protection, and education. The size of such a group may vary from a few families, as is found in a small village, to a

population of millions of people, as in very large cities. Some people have tried to live alone, but they have not been very successful. All of you remember the story of Robinson Crusoe and his difficulties even after he had found his man Friday. You can imagine how much worse they would have been had he lived entirely alone. Most people accept as a matter of course the contributions which the community makes to their welfare. They do not appreciate the peculiar situation which might arise were the influence of the group removed. What different kinds of foods did you have for your meals yesterday? How many of these could you have produced alone? If there were no community, how would your means of protection differ from those at present? Could you have the same kind of clothes as you do now? What kind of home would you live in? Where would you secure your education?

In order to carry on any great manufacturing enterprise, it is necessary to have large numbers of employees. Many of these live not far from the plant. They have the same interests in labor problems. Their clothing, food, and shelter needs are more or less similar. They want fire and police protection for their lives and property. They are interested in good schools and churches for themselves and their children. They want libraries, parks, and public playgrounds. Such a group of people is called

a *neighborhood* or a *community*. You may live in a very large city which covers many square miles in area, yet this is a community having many interests in common, such as police and fire protection, schools, libraries, churches, public amusements, and playgrounds. Each home in every neighborhood or community has interests and purposes different from each other, but there are also many interests and purposes in common and more or less dependent upon one another. The members of farming communities are interested in the best methods of making their farms most productive and in securing the highest prices for their products. The manufacturing community is also interested in the best methods of producing goods and in securing high prices for the output of the factories. The products of labor are different in each instance, but the major interests are common: namely, more production at a good price.

Successful community life must depend upon the teamwork of the individuals making up the community. The baker must rely upon the flour mill and the grocer for the supplies to carry on his business, on the clothier for clothing, and on the banker for help in handling his finances. Each of them must look to the neighborhood for fire and police protection and for help in the education, amusements, and religious training of his children. In the same way, each

individual member of the community is dependent upon the baker, for instance, for a part of his food and the community as a whole needs his support and coöperation in making the group organization successful.

One of the universally common needs is that of self-preservation and protection. This primary need was probably the one which brought primitive men together. There was need of protection from wild animals and from other hostile primitive tribes. The members of a family, of a community, of a state, or of a nation may quarrel and fight among themselves, but when danger arises which threatens the group all the petty differences are apparently forgotten, since all forces are united immediately for the protection of the group. Experiences of this kind are very necessary to the development of community unity.

The people living in a community soon come to have about the same manners and the same ideas and ideals. Individuals who have had different training, beliefs, and positions in life gradually take on the ways of thinking, feeling, and acting of the community with which they identify themselves. All of the members of any given community have about the same manners, eat the same food, wear the same type of clothing, and live in the same type of home. The little Japanese girl sits on the floor to

drink tea and eats her food with chopsticks. The American girl sits in a chair at a table for her meals and eats with a fork. Each girl is probably astonished at the queer manners of the other.

AMERICAN GIRL EATING JAPANESE GIRL EATING

Each nation has developed its manners, customs, styles of dress, homes, government, religion, and schools through a long period of years. These have grown out of what seemed to be the best way of doing things in smaller groups. They are imitated by more and more groups, until what was a group practice

becomes a national custom. Imitation and habit are the most powerful forces in determining human action. They shape directly or indirectly the life and character of every individual. It is only through imitation and habit that the customs, manners, and traditions of a community can be passed from one generation to another. Prevailing style in dress is due to imitation. Individuals often try to imitate the qualities of character of a person whom they admire.

Another factor which makes for community solidarity is sympathy. This is an element in self-preservation, but is worthy of mention in itself. Every community feels the need of caring for the unfortunate in its group. If any family in a neighborhood is in trouble, all others of the group are more than willing to give a share of their time, money, and personal service to help the unfortunate neighbor. Hospitals for crippled children, for the insane, and for the mentally defective are all testimonials of sympathetic helpfulness of a community for its unfortunate. Sympathy is very closely related to the highest forms of human progress and growth.

What are the common interests in your community? What protection to life and property does your neighborhood enjoy? How is it provided? What evidences of helpful sympathy are manifest where you live? Would you care to live in a community where these things were lacking? Why?

What are your personal responsibilities to the community? One of the first lessons in citizenship is to learn to consider the welfare of the group as related to your individual acts. All through life individual desires conflict with those of other individuals or with those of the group. You may wish to eat your meals irregularly, but there are two very good reasons why it is not best for you to do this. First, irregular meals are not healthful. Second, it is best for the family as a whole to have all meals at a stated time. The work of the home and the employment of the family members outside of the home necessitate a regular time for meals. You must adjust your personal desires to the best interests of the group.

You may wish to ride your bicycle on the sidewalk. Pedestrians, however, have been injured by collisions with bicycle riders. Cities and villages have therefore passed laws preventing the riding of wheels on the sidewalk. For the community welfare you will have to give up this desire. In matters of community interest the good citizen adjusts personal wishes to the greatest good of the greatest number.

The individuals in a community are dependent upon the community for food, clothing, shelter, protection, education, and some amusement. "Man cannot live unto himself alone." He must look to others for coöperation in all his interests, needs, and purposes of life. If you have toast for breakfast, all

that you have to do is to brown the bread. How do you get the electricity, gas, wood, or coal fire by which this toast is made? How many persons had to do with the raising of the wheat, the transportation of the grain, the milling of the flour, and the making of the bread? Was the primitive Indian more or less independent than the man of today? People have many luxuries and conveniences at the present time which were unknown a few generations ago. Are any of these things possible without the coöperation of many people and many agencies?

Can you have pleasure without the help of others? Can you name any game which does not depend upon the coöperation of your playmates? Can you play baseball, basketball, or tennis alone? Do you enjoy the city parks? The swimming pool? Could you have and enjoy these without the help of others? What is your favorite game or amusement? Make a list of those upon whom you must depend in order to enjoy it.

A community with a large number of people necessitates a greater adjustment of personal desires to community welfare. Civilization advances largely through the discoveries and inventions of science. As these are applied to our activities, life becomes more and more complicated and there is greater need of adjustments to social needs. The primitive Indian was far more independent than the man liv-

ing today. His personal needs were simple. The community needs were equally simple, but exacting. How has the coming of the automobile helped people? How does it restrict the things which they do and make them less independent?

What is your responsibility in obeying the laws of the community? Every individual is a member of a large social group, which is called a town, a state, or a nation. This community is organized for the welfare and protection of the individual. You could not possibly exist without it. Your duty and obligation to this community and the individuals in it is one of coöperation in the making and carrying out of its laws. Every individual is also a member of a small community composed of playmates, friends, and neighbors. Your obligation to this community is one of thoughtful consideration of the rights of others.

Are you meeting your obligations to others in your community if you write on the sidewalk? On walls and fences? Why? What is your responsibility in the matter of the care of garbage? Waste paper? Should the lawn of your home be clean and attractive? Why?

Why are there traffic laws? Of what advantage to you are quarantine regulations? Why have regulations been made concerning the handling of food? Why do we have laws requiring a clean milk supply? Why do we have laws regulating the sanitary condi-

tion of streets and alleys? Are all of these for the good of the individual or the community? If you personally see no reason for a law should you still obey it? Why? What would your life and the life

TRAFFIC OFFICER ESCORTING CHILDREN ACROSS THE STREET

of others be if it were not for these laws and regulations?

What is your responsibility to the school and the church in your community? Most intelligent people believe that the purpose of the home, the school, and

the church is to help boys and girls to become useful members of their community. Statistics show that many of the boys and girls who quit school early are later found in occupations which pay low wages and offer little opportunity for advancement. They earn only a meager living and later in life are often found

A MODERN PUBLIC LIBRARY

among those who are partially or entirely dependent upon friends or organized charity for their living. Do you wish to be in any of these groups? Why?

To receive the greatest benefit from the schools provided in your community, you must get your lessons thoroughly, take part in all school activities, and have a true school spirit of coöperation and interest. Both schools and churches are organized

for the purpose of helping the individual make the most out of his life. How does it affect the community if you fail to coöperate with them? Are you making of yourself a better or worse citizen? How?

Courtesy of Mile High Photo Co., Denver, Colorado

A MODERN PUBLIC HIGH SCHOOL

Would you wish to live where there are no schools and churches? Why? Schools are supported by taxation and churches by gifts from the people. Is it your duty to support these for the good which they do in the community? Should a family with no children be taxed to support the schools? Why? Are

you coöperating with the school when you do not miss a day unless it is absolutely necessary? When you are never tardy? When you are careful of school property? When you do the best work of which you are capable? Does education have a money value to

A CHURCH, AN IMPORTANT FACTOR IN COMMUNITY DEVELOPMENT

you? In what way? Are public libraries a means of public education? What are your obligations for the use of the library? How should you treat its property and books? Would you wish to live in a community which does not have a public library?

What are the responsibilities of your family to the community? The responsibilities of the family to a community differ from those of the individual in

degree, but not in kind. The family, which is made up of individuals, has perhaps a greater influence in the community than the lone individual. For example, it carries a great deal more weight for a man to say, "My family is supporting the school bonds for our new school," than for him to say, "I am in favor of the school bonds." The family which owns its own home has a permanent and more abiding interest in the community welfare than the one which is temporarily located there. The family which has children is usually interested in the best advantages and environment for them. Therefore, it has real concern for the welfare of the community. The community which has in it those things which give it permanency, such as schools, churches, libraries, and many home-owners, is a good place in which to establish a home and rear children.

Are the responsibilities of your family to the community different from those of the individual? How? Does the family have a different feeling of responsibility in the community when it owns its home? How would these interests differ from those of one not owning his home? How do children in a home affect the interests of the family in the community? What conditions in the community might be injurious to the home?

There are many common interests in communities the world over. All are bound together by practically

the same needs and problems of protection, health, occupation, education, food, shelter, and clothing. The purpose for which the community makes laws and creates agencies for protection and help is to aid in furnishing these needs and in the solution of the problems arising out of the needs. Long experience has taught communities that this is a wiser method of securing better living conditions than to allow individuals to drift aimlessly in their poverty, distress, and illness.

How are homes in cities protected from fire? Homes in the country? How do you secure this protection? How are fire departments supported and equipped? Is it wrong to turn in a false fire alarm? Why? Who must ultimately pay for this time and trouble?

Why do cities need police protection? Is there police protection for the farm and country homes? How do you secure police protection? Under what conditions do you ask for it?

What regulations for pure food does your state have? Does your city have pure-food regulations? What laws do your city and state have concerning a clean milk supply? Do your city and state have laws regulating the sanitary conditions of streets, alleys, country roads, back yards, dairies, grocery stores, meat markets, and bakeries? How will you use these laws? If you see any of these regulations

being violated, are you under any obligation to report it? Why?

What health regulations do your city and state

HEALTH OFFICER PROTECTING THE COMMUNITY

have? What are the quarantine laws? Do people who handle food and work with milk have to show health certificates? Do you think such a law is a

good one? Free health clinics are provided in many cities for all, from tiny babies to adults. All kinds of diseases are treated and cared for. Some cities maintain hospitals where patients may be taken. The treatment is free, unless the patient is able to pay, in which case a nominal charge is made. Why do you think cities and states are maintaining these agencies and giving this service? Is there any excuse for not having care and treatment when you are ill even if you are without money? Why? In what ways are you not measuring up to what the community expects of you as a citizen if you fail to use these agencies which have been provided for your help and protection?

What every pupil should be able to do. Every pupil who has studied Unit VII should show growth in ability:

1. To appreciate her personal responsibilities to the community in which she lives.
2. To appreciate the responsibilities of her home to the community.
3. To use the agencies outside of the home which make it a better place in which to live.
4. To know the contribution which the community should make to the home and to the individual.
5. To appreciate the fact that the contributions of the community to the individual are constant, while the contributions of the individual to the community are largely dependent upon his own initiative.

6. To appreciate the value of the school and the church to the home and to the community.
7. To know and follow the food, health, and safety laws of the community.

QUESTIONS AND PROBLEMS

1. Why is it necessary to limit individual liberty more in a large city than on the farm? Does liberty mean the right to do just as one pleases? Discuss.

2. Compare a farm community with a city as to (1) industry, (2) amusements, (3) religious opportunities, (4) schools. Account for the differences which you find in the character of these activities.

3. What is the value of church property in your neighborhood? Does the presence of churches in your community have any effect upon the value of real estate? Discuss.

4. What services are rendered to you and your community by the church? Which of these are supplied by no other agencies?

5. In what ways should the community have a voice in determining what shall be taught in its schools? Should all pupils take the same courses? Why?

6. What are the chief differences between a blind-alley job and a position which has a future?

7. What is the compulsory school-attendance law in your state? Who enforces it?

8. Make a list of the things which you have a right to expect from your community.

9. Make a list of the things which the community has a right to expect from you and which it is your duty to perform.

10. Make a list of the advantages which we have over the primitive Indian.

11. Make a list of the restrictions found in modern life which the Indians did not have. How have these restrictions come about?

12. What qualities of character do you build up by helping others to meet their needs?

LABORATORY EXPERIMENTS

1. Let the girls agree upon a list of their personal responsibilities to the community. Let them agree upon a list of the responsibilities of the home to the community. Check those which are identical. Discuss some of those which show a marked degree of difference.

2. Let the girls make a list of the agencies in the community which are contributing to a better home life. List the methods of securing the coöperation of these various agencies.

3. Let the girls agree upon a list of the values of the school and church to the home and community. Which of these are contributed by no other agencies?

4. Let the class report on the food, health, and safety laws of the community, together with the methods of enforcing each.

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